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ABSTRACT

Designed to address major statewide issues and concerns facing the community colleges of the State University of New York (SUNY), this report offers background information, analyzes existing problems, discusses the methods used to investigate each problem, and offers recommendations concerning governance, intersegmental relations, programmatic issues, and funding. Chapter I analyzes the following issues related to college governance: the relationship between college and sponsor, the relationship between the community colleges and SUNY, the role and responsibilities of trustees, and the internal governance processes on campuses. Chapter II explores the relationships among SUNY, the state-operated colleges, and the community colleges, with regard to the following issues: information on the flow of transfer students, outcomes of the SUNY system of community colleges, and transfer articulation. Chapter III examines academic and general programmatic issues, including support for planning and program/service development, information for decision making, professional development, and program responsiveness. Finally, chapter IV looks at issues related to the New York State funding formula for community colleges, including tuition, state support, local support, and total revenue and expenditures per full-time equivalent student. Financial data are appended. (EJV)

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STATE UNIVERSITY OF NEW YORK

REPORT

of the

CHANCELLOR'S TASK FORCE

on

COMMUNITY COLLEGES

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JULY, 1986

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EXECUTIVE SUMMARY

In many respects, this Task Force Report is as remarkable for what it does not say as it is for the significant recommendations that are made throughout. Like the preliminary findings in Senator LaValle's study on the SUNY Community Colleges, the findings of the various Task Force Committees did not identify an overwhelming interest in changing the state-wide structure within which SUNY community colleges operate. In other areas of recent interest, the Task Force found no major system-wide dissatisfaction with the length of terms of trustees; nor did it receive any strong indication from many campuses regarding the need to change the present chargeback system. There was no major thrust to address a variety of other existing local community college issues that may have been of more concern to a small number of colleges than to the SUNY community college system as a whole.

On the other hand, while some of the recommendations in the areas of funding and governance were not unanticipated, a number of other recommendations relating to the need for stronger SUNY Central staff support for community colleges as well as the need for a stronger, more formal relationship between SUNY and the community colleges were somewhat stronger than originally anticipated. Certainly the quest for a clearer understanding of the role and responsibility of the Office of Community Colleges in relationship to the individual campuses and within SUNY was a persistent question that was not anticipated at the start of this study. There was also a repetitious and critical theme that suggested that under the present system there was clearly no statewide central point of accountability for the SUNY community colleges.

In Chapter I, which is focused on the area of governance, the two most critical areas identified are related to the power and authority of local boards and different forms of external governance that local boards and sponsors might seek. The Task Force recommended that appropriate education laws be changed to authorize the boards of trustees to become the legal employer of all college personnel, with all of the rights and responsibilities, including the responsibility for collective bargaining, that go along with this designation. In addition, the Task Force recommended that there be one method of sponsor funding: sponsor approval of a lump sum for its share of the budget. These two conditions would provide local boards with the autonomy, authority and power they need to minimize potential external political involvement and interference in the day-to-day operation of the colleges and to carry out their overall responsibilities as community college trustees. Trustees, on the other hand, must actively participate and regularly attend Board meetings, and those unable or unwilling to do so should be replaced.

Looking to the future, the Task Force identified the potential need of some of the community colleges, especially some of the smaller ones with relatively modest fiscal and population bases, to seek out other sponsorship options if they are to continue to survive as vital institutions in their communities. The two major recommendations in this area were to extend to other community colleges the option of the regional college or "Corning Community College" sponsorship model and also provide the option to petition to become a state funded/state operated community college under the direct supervision and control of SUNY.

In Chapter II, which reviews the relationships among State University, the state operated colleges and the community colleges, the Task Force identifies some excellent, positive activities related to transfer articulation, along with some significant areas of concern, and makes appropriate recommendations to address these areas. Much has already been done to strengthen transfer articulation between SUNY's two-and four-year colleges. As a matter of fact, the Task Force was pleased to find that, except in some isolated cases related to highly competitive programs, the cooperation between the two-year colleges and four-year colleges was stronger than anticipated. The presence of cooperative activities would tend to strengthen the perception that transfer articulation within SUNY is generally successful. However there were a number of areas identified that should be clarified in order to strengthen the present system. There needs to be a better understanding of obligations of receiving institutions toward community college graduates holding an A.A. or A.S. degree, as distinct from non-graduate transfer students and A.A.S. and A.O.S. graduates. The 1980 SUNY Board of Trustees Policy related to the transfer of students needs to be reviewed and revised.

A major theme in Chapter II also appears in Chapter III – the need for SUNY Central to provide significantly more resources, coordination and information in a number of areas. While some other states have had statewide follow-up studies of community college graduates for years, SUNY has not provided leadership in doing this nor has it worked on developing a system of regular, systematic feedback to community colleges on the progress, success or failure of community college graduates at SUNY upper division colleges. This lack of centralized information and accountability for community college graduates is unacceptable and the need for such an information system is essential and long overdue. Chapters II and III of the Report provide specific recommendations on these and related areas.

Chapter III identifies the need to establish a mechanism outside the regular funding formula that would allow the community colleges to compete for funds to address

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their highest priority needs, many of which cannot be addressed in the regular budget. The Task Force recommends the establishment of a $5,000,000 annual Program and Services Quality Improvement Fund (PSQIF) to support quality improvements to community college programs. The funds would be distributed on a competitive basis. The strength of this proposal is that it allows the colleges to identify and compete for funds in order to meet their highest priority needs.

Chapter III of the Report emphasizes the need for SUNY to establish accessible graduate programs for community college faculty and staff. The Task Force recommends the establishment of a community college research center and the creation of an endowed chair for distinguished community college faculty which supplements the recommendation in Chapter II for SUNY to become more active in promoting a faculty exchange program among SUNY's two-and four-year colleges.

The proposal on funding, outlined in Chapter IV of this Report, provides a clear direction for SUNY and the community colleges to focus upon next year. It suggests a change in the funding formula that makes provisions for colleges to receive either 40% of their approved operating budget or the formula amount, whichever is greater. The Task Force recognized the potential need for a cap on the combined amount of base and supplemental aid to accompany this proposed funding option, but while a state aid funding cap of 50% of the operating budget was discussed, it was recommended that a more detailed impact study be completed before a specific cap to the formula could be recommended.

Chapter IV also highlights the fact that even as this study was being conducted some legislators in both the Senate and the Assembly were working on reviews and proposals focused on community college funding.

In conclusion, this Task Force found evidence of many positive relationships between SUNY and the thirty SUNY community colleges. It identified an urgent need to change the state aid funding formula and several key portions of the governance structure in terms of board of trustees and sponsor authority and control. The Task Force also suggested that there may be a need to make provisions for some of the community colleges to seek an expanded regional base for support or to petition for a state takeover of the colleges. However, there was little interest expressed in changing the present community college organizational structure within the SUNY system. There was a clearly expressed need for more services from SUNY ranging from coordinating a regular statewide graduate follow-up study to providing fiscal support to improve the quality of programs on community college campuses. The recommendations of the Task Force, if implemented, should help alleviate the perception that, excluding the budget and curriculum approval, there is no statewide central point of accountability for the SUNY community college system.

The implications for SUNY are clear. There is a need for SUNY to rethink its responsibilities and relationships to the thirty SUNY community colleges. Does SUNY wish to continue its role as a "coordinating" agency or should it become more active in a variety of areas? Certainly SUNY cannot address many of the recommendations in this Report without taking a more proactive role in all of the areas addressed. If the funding formula is to be changed, it is essential for the Chancellor and his staff to be in the forefront of these changes. The same is true for the recommended changes in the governance structures of the college. For the recommended changes in delivering and coordinating a wide variety of services to the community colleges, SUNY will need to reallocate present resources.

This Task Force has clearly identified specific problems and concerns that create both present and potential barriers to SUNY community colleges in their pursuit of excellence and the delivery of quality service. A number of these concerns have been identified in prior reports. If the recommendations of this Task Force are to be given serious consideration and successfully adopted, SUNY leadership is vital.

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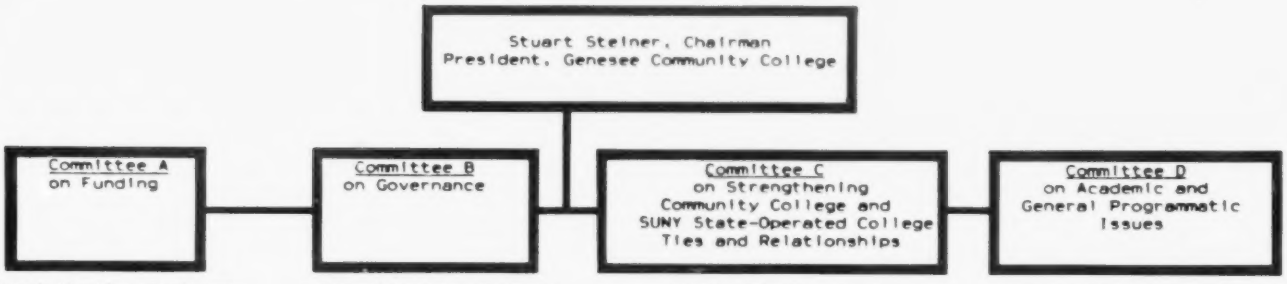

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ACKNOWLEDGMENTS

Many people have invested large blocks of time in order to take full advantage of Chancellor Wharton's invitation to identify the major issues and concerns of SUNY Community Colleges today and to make appropriate recommendations to address these issues.

The Task Force members and Resource Personnel listed in the Report are not only outstanding professionals and business people, but have been extremely active participants and contributors to the Report. For example, all but two members attended the second meeting of the entire Task Force, and one of them was in the hospital.

However, special thanks and recognition for the successful completion of the Report must be focused on four individuals who, at my request, willingly and enthusiastically took on the task of chairing the four major committees of the Task Force: Dr. Joseph Hankin, President of Westchester Community College; Dr. Sean Fanelli, President of Nassau Community College; Dr. Donald Donato, President of Niagara County Community College; and Dr. Donald Beattie, President of Broome Community College. All did exceptional jobs of providing the quality leadership necessary to finish the investigation and presentation of this Report on schedule in approximately six months.

In addition my appreciation is extended to Georgia MacNeil, Chairman of the Tompkins-Cortland Community College Board of Trustees and President of the Association of Boards of Trustees of Community Colleges of the State University of New York, and Wayne O'Sullivan, President of the Faculty Council of Community Colleges, for serving with me and the Committee Chairmen as a Task Force Steering Committee.

The secretarial staff in the Community College Office has provided superb support in handling a constant flow of requests from Task Force Committees and the Steering Committee and arranging regular Task Force meetings. Thanks are also extended to Helen Monachino and Dolores Mistretta in my office for taking on one more job in a long line of extra tasks. The Task Force is also indebted to Charles Schulze of Westchester Community College for the special assistance he provided to the Task Force Funding Committee and to Dr. Larene Hoelcle of Genesee Community College for her help in coordinating this Report. And last, but far from least, are a very special thanks to Dr. Freda Martens, who was the hardest working "volunteer" any committee could have and, aside from attending all sessions, made a major contribution to our study by highlighting and summarizing the major findings of ten prior reports that have some focus on community colleges.

It was truly a pleasure to have had the opportunity to work with such an outstanding group of individuals on this Task Force Team.

Stuart Steiner, Chairman
Chancellor's Task Force on
Community Colleges

INTRODUCTION

On August 28, 1985 a "planning committee," consisting of the Acting Deputy to the Chancellor for Community Colleges, the President of the Association of Boards of Trustees of Community Colleges, the President of the Faculty Council of Community Colleges and the President of the Association of Presidents of Public Community Colleges met in Albany at the request of Chancellor Wharton. Chancellor Wharton asked the Community College office to coordinate a committee to review and make appropriate recommendations in response to the recommendations on the SUNY community colleges made in *The Challenge and the Choice*, the Report of the Independent Commission on the Future of the State University. While community college issues were not the major focus of the Commission study, its review of the SUNY community colleges resulted in several general, but significant, recommendations with potentially broad implications.

Chancellor Wharton recognized that there was a great interest and desire among the community college campuses to take a serious look at the key recommendations, and his directions to the planning committee were to review carefully the report and indicate to him whether they wanted to do an extensive review of the recommendations as well as to consider other current community college issues. The planning committee responded in the affirmative and the committee members unanimously recommended that the Chancellor appoint a committee to study not only the recommendations of the Independent Commission but also other issues and concerns of the SUNY community colleges that were deemed appropriate. In November the Chancellor appointed the members of the Task Force and the SUNY resource staff members. The Chancellor named Stuart Steiner, the President of Genesee Community College, who was serving as the Acting Deputy to the Chancellor for Community Colleges, as the Chairman of the Task Force. The first meeting of the entire Task Force membership was held on December 20, 1985.

Given the size, nature and broad interests of the Task Force, it was determined that it could be effectively structured into committees. Four committees were established, each chaired by an experienced community college president. Joseph Hankin, President of Westchester Community College, was named Chairman of Committee A on Funding; Sean Fanelli, President of Nassau Community College, was named Chairman of Committee B on Governance; Donald Donato, President of Niagara County Community College, was named Chairman of Committee C on Strengthening Community College and SUNY State-Operated College Ties and Relationships; and Donald Beattie, President of Broome Community College, was named Chairman of Committee D on Academic and General Programmatic Issues.

Subsequently there were two additional full Task Force meetings, and over a dozen and a half Committee and Steering Committee meetings. A number of surveys were conducted and public hearings held by the various Committees to help generate input from a broad range of people.

The most difficult job that the Task Force faced was to keep focused on major statewide issues and concerns, since at the outset various groups and individuals perceived the Task Force to be a mechanism to address particular concerns of interest to only one or two campuses, or to address consideratons that were not judged to be broadly based, state-wide issues. In addition, some people felt that the Task Force report would be a good mechanism to restate the importance of community colleges as well as to reemphasize the types of support the colleges need to provide to a variety of their constituencies. In the end the Task Force adhered to the strong direction that it focus its recommendations on statewide issues which result from barriers that could be overcome in a clearly definable manner.

It is within this framework that this Report is written.

CHAPTER I

GOVERNANCE

OVERVIEW

The extent to which a college achieves a degree of excellence in accomplishing its mission and maintaining its academic integrity is due, in large measure, to the governance of the institution.

The complexity of the governance process requires the establishment of effective relationships between the college and the sponsor, and between the college and the State University, as well as a better definition of the role and responsibilities of community college trustees. Within a college the internal governance process must also foster relationships that promote the accomplishment of the college's mission. While many aspects of the authority and responsibility for each participant in governance are defined in law, they are not uniformly interpreted by the sponsors of community colleges.

The statutes organizing community colleges created decentralized colleges within a centralized university. While most community colleges have a single county as a sponsor, several have two counties as sponsors, one has a city as a sponsor and one college has a community college region with three counties participating.

Not all counties support their community college in the same way or to the same extent. The locus of authority for community college budget approval can vary from county to county depending upon the form of local government. In addition the sponsor may elect one of three modes for the fiscal operation of the college. These modes are known as Plans A, B and C. The greatest fiscal autonomy exists under Plan C and the least under Plan A. Plan C permits lump sum appropriations, but this plan is implemented with varying degrees of flexibility from county to county. Plan A colleges have line item budget approval and detailed pre-audit of individual expenses. All of these factors contribute to the confused and conflicting application and definition of authority and responsibility in governance.

Since the start of the community college system in New York State in 1948, matters of governance have been of concern. No less than ten studies, as noted in the section on Funding, have examined community college governance issues, and each resultant report contained recommendations concerning improvement of the governance of community colleges.

The Governance Committee identified several major issues to study in detail. The first major issue that emerged concerned the relationship between colleges and sponsors. In a number of colleges the sponsor has assumed substantial authority and responsibility over day-to-day college operations.

The second major issue concerned the relationship between the community colleges and the State University. There is a need for a better definition of this relationship. Colleges are not in agreement, however, about the direction this relationship should take.

A third issue centered on the role and responsibilities of trustees. In some colleges the boards of trustees misunderstand their role. Beyond their rightful responsibility in making policy, some boards attempt to implement it as well. The roles of the president, the administration and the faculty in the campus governance process are compromised. The number of trustees and their method of appointment is also a matter of concern to some colleges.

A fourth issue involves the internal governance processes on campuses. The accomplishment of a college's mission is tied to effective internal governance. The participants in these processes must understand their roles and responsibilities.

A. Issue 1— Relationship Between College and Sponsor

Sponsors sometimes exercise more control over community college policy and operations than is proper. The exercise of this control diminishes the college's autonomy which is essential to the maintenance of the academic integrity of the institution.

B. Background

All of the studies cited above contain references to some aspect of the relationship between college and sponsor. Every report contains citations about the intrusion of sponsors into the operation of colleges. The report of the Independent Commission on the Future of the State University, *The Challenge and the Choice,* contained the most direct reference.

> "A significant number of community colleges have encountered at least occasional disagreements among their administrations, governing boards, and local sponsors regarding spheres of authority. In visits to various campuses, the Commission found apprehension regarding potential interference by local boards and county government in inappropriate areas. There were periodic complaints over political pressures in such matters as purchasing and hiring (especially of nonacademic personnel)."

Both the 1969 Nelson Report and the 1977 Wessel Report give further examples of past concerns. The former report "deplored" the dominant role of the sponsor while the latter recommended that the sponsor's role should be limited to financial appropriation and end-of-year audit of expenditures.

C. Statement of the Present Problem

The conditions cited above continue to exist in many of the community colleges in SUNY. Survey responses from the community college trustees, presidents, faculty and students included frequent references to "problems" with sponsor interference.

Sponsors frequently treat community colleges as another county department subject in all respects to county policy and rules of procedure. This can demean the mission of the college and relegate the college to the accomplishment of only short-term, immediate goals.

Sponsors exercise their greatest influence over a college's ability to accomplish its mission through their fiscal support. Some sponsors maintain the lowest possible level of support short of closing an institution. Some sponsors determine expenditure of funds by approving line item appropriations. Some sponsors exercise a pre-audit review of expenditures after budget appropriation approval.

Some college presidents report incidents of local legislators attempting to influence the selection of candidates for college positions by mandating that a sponsor referred person be hired. Sponsors sometimes interfere inappropriately in labor negotiations and arbitrations. For example, a sponsor may, without consulting with the college, make a decision that impacts on the balance of governing authority or on other day-to-day internal college operational matters.

Authority to retain separate college legal counsel has not been clarified under current law. On some campuses the County Attorney represents the college in all matters concerning labor negotiations and in all other legal matters except where a conflict of interest between the college and county may exist.

D. Methodology

The committee studied previous reports dealing with SUNY community colleges. National studies and reports were researched as well. A survey was sent to 210 individuals in the following categories: chairpersons of boards of trustees, presidents of community colleges, student trustees, faculty leaders, county executives or managers, county legislators and business/community leaders. The response to the survey was 40%. Responses were carefully evaluated and recommendations in the survey thoughtfully considered. Persons responding to the survey were asked if they wished to address the Governance Committee. Twelve persons from associations representing presidents, trustees, faculty and students were interviewed by the committee.

E. Findings

The committee found a need to explore new methods for providing the colleges with more independence vis-a-vis the sponsor. Examination of the fiscal modes of operation of a community college (Plans A, B, and C) revealed the need for additional options that would allow greater independence from the sponsor in the operation of the college while maintaining appropriate sponsor oversight. The committee identified a plan used successfully by some colleges and sponsors whereby the sponsor approves a lump sum budget and reserves the right to do an end-of-year audit. Colleges operating under this system expressed a high degree of satisfaction. This plan generally grants authority to college trustees to transfer money from category to category and to expend appropriated funds without detailed pre-audit.

There are also community colleges which, for a variety of reasons, have other problems which cannot be adequately addressed by a change of the fiscal mode of operation. For these colleges a more basic structural change may be required, such as a regional sponsorship or transfer of control and fiscal responsibility to the State University. Regionalism has been implemented successfully at Corning Community College while state control of community colleges is an increasingly common plan across the country.

There was a strong feeling expressed by those interviewed that the right to hire and fire all personnel should reside with the local boards of trustees. This right would include the ability to hire separate legal counsel to defend the interests of the college in courts of law. In addition it was felt that the college, rather than the sponsor, should negotiate contracts with campus labor unions representing only campus personnel.

F. Recommended Action

It is recommended that the State University provide leadership in seeking the following amendments to the New York State Education Law, Article 126:

a.
to require for county sponsored community colleges, a single fiscal mode of operation which gives complete fiscal autonomy to the college while retaining appropriate accountability for local sponsors;

b.
to provide the option for a joint petition to SUNY, by a local sponsor and a local board of trustees, to relinquish local control and local support of a community college to the State University of New York and, in return, permit colleges to become fully funded state operations;

c.
to permit all sponsors the option of forming a regional community college following the Corning Community College model;

d.
to make the boards of trustees in all community colleges the legal employer of all college personnel and give them all the appropriate rights and authority of an employer, including the right and responsibility to negotiate and administer all labor contracts and allow the boards of trustees to hire legal counsel to represent the colleges' interests in all legal matters.

A. Issue 2—The Relationship Between Colleges and the State University

The State University maintains an office for the coordination and supervision of community colleges. The roles of the Deputy to the Chancellor for Community Colleges and the Deputy to the Chancellor's staff are not clearly understood on some campuses. In addition the relationship between that office and community colleges is even less well understood. Some groups on campuses are not even aware of the existence of this office, let alone its function.

B. Background

From time to time community college presidents have examined the role of the office of Deputy to the Chancellor for Community Colleges. During discussions conflicting views of this office's responsibilities are given by presidents. Trustees, administrators, faculty and students frequently do not clearly understand the responsibilities of this office. On some campuses the office becomes important or useful only when a campus problem or crisis arises and at budget time. Some currently see the office in a very positive light while others question its effectiveness. The question of effectiveness, however, has always been difficult to answer since there is little agreement about the relationship of this office to colleges, boards of trustees and presidents. There has been little written on this topic in any of the ten reports previously cited. Much of the impetus for examination of this topic arises from discussions at meetings of community college presidents and trustees.

C. Statement of the Present Problem

There is a need to better define the role of the office of Deputy to the Chancellor for Community Colleges. The majority of community college presidents have expressed the need for this office to play a greater advocacy role on behalf of community colleges in SUNY central administration. Many presidents and members of boards of trustees look to this office as a facilitator in resolving campus problems.

D. Methodology

The committee researched the reports cited above to determine the validity of concerns expressed by individual presidents. The committee relied heavily upon interviews with presidents, trustees, present and former members of SUNY central staff and others to determine what, if any, problems exist and the remedies for these problems.

E. Findings

Some colleges feel that the office should play a greater academic leadership role in the coordination of college programs and curricula while others take the opposite view, advocating complete local autonomy in academic matters.

While the process of academic program approval is not central to this office, greater centralization of responsibilities has been suggested while respecting local academic autonomy.

Relevant information and statistical data produced by this office, while increasing in number, are still considered inadequate by some campuses to meet the needs of individual colleges.

In a survey conducted among SUNY community college presidents, deans, faculty, trustees and county officials, a concern was raised among a number of respondents that the Office of Community Colleges is not as field oriented as it should be. However, it should be noted that an equal number of the respondents took the opposing view that greater campus interaction is not necessary. It should also be noted that many of the campus contacts by the Office of Community College's staff, other than the Deputy to the Chancellor for Community Colleges, are middle management personnel who were not part of the group contacted to complete the survey.

F. Recommended Action

It is recommended that the State University of New York better define the role of the office of Deputy to the Chancellor for Community Colleges, both in terms of how it functions within SUNY and also in relationship to the thirty community college campuses; and that the role be expanded to include greater leadership, advocacy and technical service responsibilities. Once clarified, this definition should be communicated to the central administration of SUNY and to all campus constituencies.

Within the State University's central administration, the role of the Office of Community Colleges in the coordination of academic programs ought to be reviewed with respect to the office of the Vice Chancellor for Academic Programs, Policy and Planning.

The Office of Community Colleges should be encouraged to continue and, to the extent necessary, increase statistical data gathering and analysis and provide other pertinent information on a system-wide basis. These data should then be shared with campus constituencies.

A. Issue 3—Role and Responsibilities of Trustees

The role and responsibilities of community college trustees are defined in the Education Law and in the Code

of Standards and Procedures for the Administration and Operation of Community Colleges. Community college trustees have responsibility for determining policy objectives for the local college consistent with the oversight responsibilities of the State University of New York Board of Trustees and local sponsors. These policies are then most effectively implemented by the campus administrators. Excessive involvement of the trustees in the day-to-day administration of the college has the potential of compromising the appropriate roles of the president, the administration, the faculty and students in the campus governance process.

SUNY Chancellor Clifton R. Wharton, Jr., explicated the issues involved in a recent speech to the Annual Conference of the Association of Boards of Trustees of Community Colleges of SUNY meeting in Monticello, New York, September 21, 1985, as follows:

> "...What, concretely, are the problem areas? In hiring and personnel, pressures may be brought to bear on boards or on administrations in favor of a favored candidate or against one less acceptable to the incumbent party organization. In purchasing and contracts, county governments which provide a portion of support may expect local campuses to adhere to time-honored traditions of expenditure in returning the money to the community. In all cases, conflicts arise because political mechanisms for choosing employees, vendors, or contractors may have yielded different results from mechanisms and procedures recommended or mandated by the state, by collective bargaining agents, or by scholarly and professional organizations such as Middle States and the other accrediting agencies.
>
> Regrettably, there are cases where the trustees became the instrument for such improper intrusions."

The Chancellor went on to note that the conflicts generated by such political intrusions into the operation of community colleges often have regrettable and long-lasting outcomes.

> "Such conflicts can even be healthy, up to a point. But too often the disputes go beyond any point of creative disagreement. They become heated, then hostile. They make a bad impression on state policymakers and the public at large, including alumni and potential students. They undercut working relationships among those responsible for the institution, and they leave legacies of resentment and suspicion.
>
> "If widespread and continuing, governance conflicts can even threaten the academic viability of the campus, exposing it to threats far more serious than any original point of dispute. For instance, we have now within the State University one community college whose accreditation has been deferred on account of what the review team perceived as an ongoing pattern of political intervention in personnel decisions. I have to stress that the campus in question is one of SUNY's most vigorous, with exceptional enrollment strength and outstanding programmatic credentials. In fact, the report made it explicit that the deferral stemmed not from any instructional or related deficiencies, but solely from the perceived disregard of due process in governance that the accrediting association considers integral to institutional integrity. The campus has now taken appropriate remedial steps and I am optimistic that all will be well. But the problem may, in varying degree, have its counterpart elsewhere – so we would be wise to examine the issue...."

Factors which impact the working composition of the board or the independence of the board in academic decision making can negatively affect the college's ability to fulfill its educational mission.

B. Background

1. The Statutory Framework

The February, 1948 *Report of the Temporary Commission on the Need for a State University* recommended the establishment of publicly supported community colleges upon the initiative of local government authorities within the framework of a State University system:

> "The community colleges should be established by local initiative within a general system that would then represent a real "community" venture and insure sound interest and responsibility in their establishment and operation" (Report p. 29)

The Commission concluded that an important element of the "community venture" was administration by a local board of trustees:

> "The administration of community colleges and of other higher educational institutions receiving state aid (as contrasted with institutions directly operated by the State) should be the responsibility of local boards of trustees, the State University Board of Trustees being charged only with the supervision of general programs...Each community college should be governed by a board of nine trustees appointed for terms of nine years in annual rotation...Each community college board, understanding the needs of local students, the cultural needs of the community, and its employment opportunities can more wisely determine the policies governing the curriculum (subject to approval of the State University Board of Trustees)"...(Report, pp. 31-32)

The recommendations of the Commission were substantially enacted as Chapter 696 of the Laws of 1948.

A new Article 126 was added to the Education Law, including section 6306, "administration of community colleges-boards of trustees," providing the following:

> a.
> a nine member board of trustees appointed for terms of nine years;

b.
five members to be appointed by the sponsor's legislative body or boards, and four from among persons residing in the sponsoring community, by the governor;

c.
the board to select its own chair from its membership;

d.
the trustees to receive no compensation for services, but to be reimbursed for expenses;

e.
the board to appoint the college president subject to approval of the State University Trustees, "and it shall appoint or delegate to the president the appointment of other members of the staff;"

f.
the board to adopt curricula, subject to approval of State University Trustees;

g.
the board to prepare a budget for submission to sponsor and State University Trustees;

h.
the board may acquire real and personal property and have custody and control of lands, buildings, and equipment; and

i.
the board may discharge such other duties as are necessary for the effective operation of the college, and as may be provided by law or the State University Trustees.

Section 6306 of the Education Law remains the principal statutory authority enumerating the responsibilities and duties of community college trustees. This provision has, however, undergone many changes since 1948. What follows is a chronological summary of significant modifications to the statutory powers of community college trustees through the 1985 session of the New York State Legislature.

1951 (Laws of 1951, chapter 735) An amendment to section 6305 (now section 6304) of the Education Law added the three options for budget execution by community college trustees and administrations, the so-called "Plans A, B and C."

1953 (Laws of 1953, chapter 271) This was a general revision of the community college statutory framework discontinuing the temporary technical institutes, making additional provisions for financing community colleges, and establishing the continuing basis for New York's public two-year college system. Section 6306 was amended to authorize the local legislative body to appoint one of its members to the college board of trustees.

1953 (Laws of 1953, chapter 272) This amendment required the trustees to prepare a college budget for "submission to and approval by the local sponsor."

1959 (Laws of 1959, chapter 659) This amendment added a new subdivision to section 6306 authorizing the Board of Trustees to enter into contracts "subject to the approval of the local sponsor."

1960 (Laws of 1960, chapter 416) The terms of community college trustees were regularized. All terms were to be deemed terminated on the thirtieth day of June of the calendar year within which such terms expire.

1962 (Laws of 1962, chapter 876) This statute clarified that title to personal property of the college is to be held by the college board of trustees, and title to real property "shall vest in and be held by the local sponsor in trust for the uses and purpose of the community college."

1965 (Laws of 1965, chapter 723) This amendment authorized community college boards of trustees to determine positions in the professional service of community colleges (with the approval of the Chancellor of State University).

1972 (Laws of 1972, chapter 880) This amendment authorized community college boards of trustees to participate in cooperative educational programs with other educational institutions.

1975 (Laws of 1975, chapter 587) A non-voting student member was added to the college board of trustees.

1977 (Laws of 1977, chapter 164) The student member was granted parliamentary privileges, including the right to make and second motions and place items on the agenda. Student members were subject to code of ethics and conflict of interest provisions.

1985 (Laws of 1985, chapter 338) Voting privileges were granted to student members of community college boards of trustees.

Additionally, legislation was enacted in 1984 (Laws of 1984, chapter 552) substantially amending Article 126 of the Education Law to authorize two or more contiguous counties to join together to establish a new type of local sponsor for a community college. This new local sponsor was designated a "Community College Region," to be governed by a board of trustees comprised of representatives of the participating counties. With certain limited exceptions, this regional board of trustees carries on the role and responsibilities assigned to both community college boards of trustees and sponsors in the governance of colleges not sponsored by community college regions.

The 1984 amendments added a new section, 6310, to the Education Law to provide for administration of community college regions as follows:

a.
The community college region is to be governed by a board of trustees consisting of 14 members - seven members are appointed by the legislative bodies of the counties participating in the region. Six members are appointed by the Governor, and one member is an elected, voting student member; board members are appointed for terms of nine years;

b.
Eligibility for county participation in selection of the regional board is based upon the percentage of total student attendance provided by that county at a community college sponsored by the region;

c.
The regional board of trustees has full contracting powers;

d.
The regional board of trustees is authorized to participate with other educational institutions in cooperative educational programs and services;

e.
The regional board of trustees is a corporate governmental body; title to all property of the college, real or personal, is vested in the regional board of trustees.

The 1984 legislation is permissive in nature and participation by eligible counties in a community college region is optional. Under the provisions of chapter 287 of the Laws of 1985, the sponsorship of Corning Community College was formally transferred from the Corning City School District to the regional board of trustees (see also "Nelson Report" discussed below).

2. Regulations of the State University Trustees

Pursuant to the statutory authority contained in the Education Law (Education Law, Section 355, subd. 1, par. c., and Education Law, Article 26), the State University Trustees have promulgated regulations (8 NYCRR, Parts 600-607), which constitute the Code of Standards and Procedures for the Administration and Operation of Community Colleges under the Program of State University of New York. Specifically, section 604.2 of the Code sets forth the responsibilities and duties of college trustees.

> **604.2** *Responsibilities and Duties of the College Trustees.* Under the time-honored practice of American colleges, trustees of colleges, as legal official bodies corporate, concentrate on establishing policies governing the college, and delegate responsibility for the administration and execution of those policies to their employed professional administrators. The college trustees, subject to the approval of State University trustees, shall appoint a president (whether permanent, acting, or interim), approve curriculum, approve budgets, establish tuition and fees (within legal limits), approve site and temporary and permanent facilities. The college trustees shall provide for the awarding of certificates and diplomas, and the conferring of appropriate degrees on the recommendation of the president and faculty. In addition, the college trustees upon the recommendation of the president shall appoint personnel, adopt salary schedules, and approve the organization pattern of the college.

3. Additional Legal Parameter

The legal framework governing the functions of the board of trustees includes the following precepts:

a.
General Construction Law, section 41 requires any action of a community college board of trustees, as a public body, to be approved by a majority of all members, that is 6 out of 10 trustees.

b.
The New York State Attorney General has advised that college trustees are local public officers who must file an oath of office with the clerk of the college's sponsoring municipality (1982 Op. Atty. Gen. 30). Recently, the Attorney General has further advised (1985 Op. Atty. Gen. F-14) that voting community college student trustees are also public officers who are required to file an oath of office with the Clerk of the sponsor. Since, under the Education Law, the primary requirement for election of a student trustee is a membership in the college's student body, and not residence in the college's sponsoring municipality, a student board member need not be of the sponsoring municipality to qualify as a trustee.

4. Earlier Studies and Recommendations

A number of State University and Independent Task Forces have assessed the role of community college trustees over the years. The recommendations of those studies most applicable to the issue of trustee responsibility are summarized below:

September 1969 – The Future of the Public Two Year Colleges in New York State

(A Report by Peat, Marwick, Mitchell and Co., known as the "Nelson Report")

This report proposed a new community college structure including the following:

1.
The State to be divided into 25 community college service areas incorporating all counties; a board of trustees of each service area to be comprised of 15

members serving 5-year terms (9 appointed by Governor and six from counties in service areas);

2.
Each service area to have one board of trustees governing all community colleges located in area;

3.
A board of trustees for each service area to be incorporated;

4.
Trustees to have full operating authority over colleges in their service area subject to the general supervision of the State University trustees; and

5.
Trustees to manage their own budgetary and financial affairs; to be the employer of faculty and staff; to have full contracting authority; and to hold title to all real and personal property.

It should be noted that the majority of these recommendations were incorporated into the provisions of the community college regions legislation discussed above.

***October 1973 - Report of the Task Force on Community Colleges* (Charles W. Ingler, Chair)**

The major recommendations were as follows:

1.
Trustee responsibilities regarding administration of the college should be clarified;

2.
A statutory amendment was proposed specifying that trustees have full governance authority in the areas of appointments, curricula, budget, and budget execution subject to regulations, policies and approvals of the State University Trustees; and

3.
The state should appoint a majority of each college board of trustees.

***February 1976 – Final Report – State University Trustee Committee on the Special Problems of the Community Colleges* (Darwin J. Wales, Chair)**

The major recommendations were as follows:

1.
Make no changes to existing governance structure;

2.
Clarify responsibilities and relationships of sponsor, trustees, and State University;

3.
Remove existing "Plan A, B, C" options and substitute mechanism "which would retain the rights and responsibilities of the sponsor while providing for the flexibility required to maintain educational integrity."

January 1985 – The Challenge and the Choice
(Report of the Independent Commission on the Future of the State University; Ralph P. Davidson and Harold L. Enarson, Co-Chairs)

The major recommendations relating to community colleges were:

1.
Encourage regional community colleges where existing sponsor support is insufficient to maintain college programs;

2.
Clarify the responsibilities of the college trustees, college administrators and local sponsors.

C. Statement of Present Problems

Tensions with local sponsors can result from the lack of adequate funding by the local sponsors or by their attempts to interfere in the day-to-day operations of the college. While such instances are not uniform across the State University system, the independence of the trustees with regard to local sponsors must be maintained.

The trustees are charged with the overall policy-making responsibilities for local community colleges. In some cases, however, local boards of trustees venture beyond the policy-making area and intrude in the administrative operations of the college and thus can compromise the roles of the president, the administration and the faculty in the campus governance process. Whether this is done at the initiative of the trustees or on behalf of the local sponsor, it can create confusion and discord.

In performing their responsibilities, trustees have indicated some ambiguity with regard to the specific locus of authority. Some trustees interpret their responsibilities themselves; other trustees look to the county attorney or seek advice from the State University. There is significant variation among the campuses with regard to these interpretations.

Some boards of trustees have the responsibility for negotiating collective bargaining agreements; in other instances that activity is performed by the local sponsor; and in still other cases, there is a divided responsibility for interaction with different unions. Again patterns are not uniform, and trustees' authority in this area is a matter of concern at some campuses.

There seems to be a difference of opinion but no consensus on the subject of the length of terms of trustees. On some campuses the working composition of boards appears to be a problem. There must be a least six members of the board present to achieve a quorum. Moreover, a minimum of six members must approve any act

of the board. Some trustees do not appear on a regular basis at board meetings. On some campuses with unfilled vacancies and where one or two board members do not attend meetings on a regular basis and refuse to resign, it is difficult to transact business. An additional complicating factor can be the length of time taken to fill vacancies on boards of trustees.

D. Methodology

The committee reviewed previous reports and results of the survey taken by the committee on governance, and held discussions with representatives of various segments of the community colleges, including representatives of the Association of Boards of Trustees of the Community Colleges of the State University of New York.

E. Findings

The independence of boards of trustees with regard to their relationships with local sponsors is a problem on some campuses. There also is considerable variation among the campuses with regard to interpretation of the responsibilities of local boards of trustees. Clarification of their responsibilities is necessary to address these issues.

There are significant differences in the roles of the boards of trustees in the collective bargaining process and with regard to personnel decisions. Allowing the community college boards of trustees to become the legal employers of faculty and staff would minimize these problems.

The ability of boards of trustees to conduct business is often impacted by both attendance factors and quorum requirements. Minimum participation levels for board members to remain on local boards of trustees would be helpful in addressing this issue. The question of the number of trustees needed to achieve a quorum should continue to be reviewed in consultation with the State University. Boards of trustees have been hampered in performing their functions as a result of delays in filling vacancies.

F. Recommended Action

It is recommended that appropriate statutory changes be pursued to clarify the roles and responsibilities of community college boards of trustees through the eliminations of Plans A and B of the Education Law and a provision of clearer delineation of their responsibilities under Plan C or any additional governance options which are provided.

It is further recommended that legislation be developed to mandate minimum board meeting participation levels for community college boards of trustees.

Vacancies on boards of trustees should be filled as expeditiously as possible but in no case should this action take longer than six months.

Issue 4 – Relationship Between Faculty and Presidents and Trustees

A good relationship between the faculty and the president and the board of trustees helps to promote good morale and the smooth functioning of an institution.

A. & B. Background and Statement of Present Problem

Vastly differing relationships between faculty and administration and between faculty and boards of trustees exist throughout the community colleges of SUNY. As a result, there are campuses where positive relationships exist and others where low morale exists and impacts negatively on the effective functioning of the institution.

C. Methodology

Presidents, faculty and trustees were surveyed as well as interviewed in depth in order to gain a clearer understanding of internal governance within the community college systems of SUNY.

D. Findings

Relationships between faculty and presidents and faculty and trustees range from excellent to poor. Faculty members on some campuses have expressed their perception of a lack of communication between faculty and trustees.

Two factors appear to be crucial in determining the quality of internal governance. On campuses where the relationships between faculty and administration are adversarial, internal governance in the traditional sense tends to suffer. On campuses where the perception of a shared partnership exists, the perceived quality of internal governance tends to be more positive.

Respondents expressed a need for more effective communication. The need for a reciprocal flow of information was emphasized. Faculty also have little understanding of the role of SUNY Central and frequently, of the role of trustees, presidents, deans and other administrative functions within the college.

E. Recommended Action

It is recommended that the Chancellor encourage all community colleges to reaffirm their commitments to the internal governance processes which are essential to helping a college accomplish its mission.

SUMMARY OF RECOMMENDATIONS

TO THE CHANCELLOR

1. It is recommended that the State University provide leadership in seeking the following amendments to the New York State Education Law, Article 126:

   a.
   to require for county sponsored community colleges a single fiscal mode of operation which gives fiscal autonomy to the college while retaining appropriate accountability for local sponsors;

   b.
   to provide the option for a joint petition to SUNY, by a local sponsor and a local board of trustees, to relinquish local control and local support of a community college to the State University of New York and, in return, permit colleges to become fully funded state operations;

   c.
   to permit all sponsors the option of forming a regional community college following the Corning Community College model;

   d.
   to make the board of trustees in all community colleges the legal employer of all college personnel, giving them all the appropriate rights and authority of an employer, including the right and responsibility to negotiate and administer all labor contracts and to allow the boards of trustees to hire legal counsel to represent the colleges' interests in all legal matters;

2. It is recommended that appropriate statutory changes be pursued to clarify the roles and responsibilities of community college boards of trustees through the elimination of Plans A and B of the Education Law and a provision of clearer delineation of their responsibilities under Plan C or any additional governance options which are provided.

   It is further recommended that legislation be developed to mandate minimum board meeting participation levels for community college boards of trustees.

   Vacancies on boards of trustees should be filled as expeditiously as possible but in no case should this action take longer than six months.

3. It is recommended that the State University of New York better define the role of the Office of Deputy to the Chancellor for Community Colleges, both in terms of how it functions within SUNY and also in relationship to the thirty community college campuses; and that the role be expanded to include greater leadership, advocacy and technical service responsibilities. Once clarified, this definition should be communicated to the central administration of SUNY and to all campus constituencies.

   Within the State University's central administration, the role of the Office of Community Colleges in the coordination of academic programs ought to be reviewed with respect to the role of the Office of the Vice Chancellor for Academic Programs, Policy and Planning.

   The Office of Community Colleges should be encouraged to continue and, to the extent necessary, increase statistical data gathering and analysis and provide other pertinent information on a system-wide basis. These data should then be shared with campus constituencies.

4. It is recommended that the Chancellor encourage all community colleges to reaffirm their commitments to the internal governance processes which are essential to helping a college accomplish its mission.

CHAPTER II

STRENGTHENING COMMUNITY COLLEGE AND SUNY STATE-OPERATED COLLEGE TIES AND RELATIONSHIPS

OVERVIEW

"The Commission believes that ties between SUNY and the community colleges should be strengthened...The statewide system provides additional opportunities for SUNY's academic and administrative leadership, a source of potential benefit to the community colleges." *(The Challenge and The Choice,* 1985) While this report is the most recent call for the strengthening of community college and state operated relationships, it was preceded by several SUNY reports recommending a closer relationship between the members of the SUNY family. The Nelson Report (1969) recommended expanded transfer opportunities for the community college graduates; faculty development through SUNY-established preservice and inservice programs; and faculty exchanges to improve understandings and relationships. The Wessell Report (1977) recommended that community college graduates be assured places in upper division classes.

In an unpublished SUNY document entitled "Report to the Chancellor, Task Force on Articulation" (May 1978), extensive recommendations on transfer articulation were made. These recommendations were directed at University-wide, campus, and inter-campus levels. At the University-wide level it recommended that the Chancellor require campus procedures which guarantee equal opportunity for access to the junior level for both two-year college graduates and native students entering the junior year in comparable programs, with students so notified at each SUNY unit; that senior institutions work with two-year institutions to develop new upper division programs that continue lower division programs where interest is high and such programs are not otherwise available; and that the Chancellor require senior units to seek a 40:60 ratio of lower divisional to upper divisional students, noting that this would enhance transfer opportunities and reduce recent recruitment by senior institutions of students whose needs could be more profitably served at SUNY two-year colleges.

Additionally, the 1978 Task Force on Articulation recommended a new funding formula to encourage senior institutions to increase transfer enrollment. It recommended appointment of a University-wide study committee to monitor transfer policies and procedures as well as ways and means for senior college and community college faculty to accept one another as equal partners. It urged the Chancellor to direct expanded University-wide research to assist in decision-making concerning transfer policies and procedures, noting the issues of flow of students who transfer within SUNY by program, and the persistence rate of students who transfer.

In terms of intercampus relationships, the Task Force called for as many articulation agreements as possible in comparable programs with both University-wide registration of such programs and individual campus publicity to students. It recommended that the Faculty Senate and Faculty Council establish a joint committee to develop a series of model agreements facilitating transfer. It similarly recommended that transfer analysis be based upon transcripts rather than the type of two-year degree earned in order to facilitate transfer of two-year graduates from occupationally oriented degree programs. Lastly, the Task Force on Articulation recommended that senior colleges be required to identify transfer students and send grade reports to a specified articulation person at the two-year college. A monitoring role on transfer student success was suggested for SUNY.

In terms of specific campus activity, the Task Force on Articulation suggested identification of an office at each senior campus responsible for effecting local policies and programs for transfer students. In their final recommendation, the Task Force on Articulation strongly advocated no discrimination in admission to selective admission curricula, calling for equity in consideration of native and transfer students.

In April 1980, the SUNY Board of Trustees adopted a transfer policy to reaffirm and strengthen the earlier policy of November 1972. The resolution included authorization for the Chancellor to take steps necessary to assure implementation of the policy at each campus, and required each campus to submit annually by September 1 a statement of the administration and academic procedures to effect implementation of the policy. The policy indicated that a SUNY two-year graduate, when accepted in paral-

lel programs at the baccalaureate campus, will be accorded full junior standing and given the opportunity to complete the degree within four additional semesters. Interim guidelines were issued establishing various enabling protocols including a student appeal process to effectuate the implementation of the policy.

The present Task Force included among its areas of concern the following:

(a)
information systems to monitor the flow of community college students to public and private senior colleges;

(b)
insights on the transfer process itself and its influence on the flow of community college transfer (financial aid, acceptance of credits, timeliness, advisement, etc.);

(c)
the existence and effectiveness of campus-to-campus articulation agreements;

(d)
senior college faculty perceptions of the quality of the community college education and its effect on the transfer process, including effects of recent changes in general education requirements at the receiving colleges;

(e)
the need to explore cooperative arrangements between two-year/four-year faculty which allow greater sharing of physical and human resources;

(f)
the status of articulation of occupational program graduates including ways and means to enhance their opportunity for transfer;

(g)
the broader role of SUNY in terms of accountability for the outcomes of the two-year educational program, particularly as it relates to graduate success in transfer and job placement.

The committee charged with investigating these concerns determined that it should attempt to address most of these issues by gaining the insights of both transfer articulation officers and transfer counselors at the two-year colleges through a survey. The survey was sent to each of the thirty community college presidents asking for an institutional response to questions related to the concerns which the committee was reviewing. Additionally, the committee commissioned data retrieval through the SUNY Applications Processing Center to compare and contrast access of two-year college transfer graduates with native students in highly competitive selective admission programs at the receiving colleges.

The committee reviewed recommendations on transfer articulation being addressed by the Faculty Senate/Faculty Council regarding the 1980 SUNY transfer policy. It also reviewed and researched a series of recommendations offered by the SUNY Council of Two-Year Business Faculty Administrators concerning the inhibiting influence that accreditation by the American Assembly of Collegiate Schools of Business Accreditation Standards and Guidelines has on the transfer process in the business area.

The following issues and recommendations are the result of the Committee's deliberations:

A. Issue 1 – Information on the Flow of Transfer Students

B. Background

One primary mission of community colleges is to prepare students for upper division work leading to a baccalaureate degree. The issue of data collection regarding articulation is one of primary importance. The changes in statistics since SUNY's 1980 policy on transfer, as well as current and future data, deserve attention. There is a need for information that would indicate transfer patterns for community college students and graduates to SUNY receiving colleges.

C. Statement of Present Problem

No easily accessible comprehensive data are available to allow adequate monitoring of SUNY transfers in order to recommend policy alteratives. It is difficult to ascertain whether perceived problem areas are borne out by existing statistics.

D. Methodology

Data from the SUNY Central Office of Institutional Research and the State Education Department were reviewed. In addition, the SUNY Applications Processing Center prepared special reports on transfer and native-student statistics for fifteen bachelor's degree programs identified as possible problem areas.

E. Findings

It was discovered early that there exists no state-wide detailed information on the success of transfer students in baccalaureate programs or the status of transfer students as they begin upper division work, including associate degree credits applied to the degree. Some data indicate that junior-level transfer students are at least as successful (73%) in persisting for one year beyond transfer as native juniors (72%). Some SUNY four-year institutions regularly report on the progress of transfer students to the sending community colleges; others do not, or do so sporadically.

Major information gathered from available data:

1.
A significant majority of community college transfer students move to four-year institutions in their geographic region.

2.
Since the 1980 Board of Trustees policy change, the latest official SUNY data indicate an increase of 1,000 students per year transfer to SUNY receiving colleges, while the number of transfers per year to independent colleges has not changed. Enrollment at community colleges increased during that period but increased preference for transfer to SUNY units is clear.

3.
Nearly as many transfer students *without* an associate's degree (3,185) move to four-year colleges as those with degrees (3,993). The percentage breakdown is similar for independent colleges.

4.
There are many upper-division programs in nearly all disciplines in all regions of New York State. Availability of baccalaureate programs is evident.

5.
The most popular programs for transfers appear to be Business (14% of all community college transfers), Education (10.6%), and Social and Behavioral Sciences (9%). But 28% of all transfers enter the four-year college with no declared major.

6.
In the seven competitive programs selected for review, transfer students possessing a degree were as readily accepted as first time native students. Transfer students are far more likely than native students to enroll when accepted. A similar pattern exists for transfers without associate degrees. The programs analyzed are in Engineering, Business, Mathematics, Computer Science, Nursing, Physical Therapy, and Pharmacy.

7.
In spite of the positive findings, campus-by-campus problems were identified. For example, in Business Administration, SUNY four-year colleges accept 76% of all transfer applicants and 57% of all freshmen applicants, but for one four-year institution the figures are reversed.

F. Recommended Action

SUNY Central administration needs to develop an information system to adequately collect data on community college transfers prior to and after entering baccalaureate programs including:

a.
Information concerning the status of transfers as they begin upper-division work; i.e., sending college, credits attained, credits accepted, pre-transfer major, etc.

b.
Information to monitor admission to programs at four-year colleges where it appears transfers are not readily accepted into a parallel program; and

c.
Systematic feedback to community colleges on the progress of their transfer graduates, as well as comparison to native students, toward the baccalaureate degree. The need for such an information system is urgent and long overdue.

A. Issue 2 – Outcomes of the SUNY System of Community Colleges

B. Background

No comprehensive follow-up of graduates of the community colleges exists on a system-wide basis. Thus SUNY is unable to accurately describe the outcomes of its community colleges as a system. It is difficult to represent the value of community college education to significant people who need to make fiscal and programmatic decisions concerning community colleges in a competitive environment without graduate outcome data collected on a system basis.

C. Statement of Present Problems

No system-wide follow-up study of community college graduates exists. SUNY and the colleges are unable to demonstrate accountability for educational outcomes of community college graduates in a comprehensive statewide manner.

D. Methodology

Discussions were held with campus presidents, deans, and faculty; SUNY central staff and state legislators.

E. Findings

No system-wide graduate follow-up studies have been done and presidents, faculty and central staff perceive the need for such a process.

F. Recommended Action

The SUNY Office of Community Colleges should form an advisory committee of community college institutional officers, central staff and others to plan and implement a system-wide follow-up study of community college graduates beginning with 1987 graduates and continuing such research on an on-going basis. The follow-up studies should

be sponsored by SUNY with required participation by each community college in the system. The implementation of this recommendation is essential for establishing a state-wide program of full accountability for the graduates of community colleges.

A. Issue 3 – Transfer Articulation
Sub Issue 3.a. – Availability of Transfer Opportunities

B. Background

The committee sought to elicit information about transfer opportunities, in both SUNY and independent institutions, in three areas. The first pertained to the availability of actual programs on four-year campuses; the second to matters of general education; and, the third to broader curricula concerns. Based upon general impressions and anecdotal information, these issues seemed to merit specific exploration.

C. Statement of Present Problem

In order to assess the current state of SUNY transfers it is necessary to know whether sufficient programs are available to transfer students and what curricular barriers may exist which inhibit transfer.

D. Methodology

Conclusions are derived from survey responses offered by twenty community colleges.

E. Findings

1.
Programmatic Deficiencies
It was generally perceived that, across the state, program availability does exist. No program deficiencies were noted in the private sector, while only three fields were mentioned with any frequency in SUNY: Business Administration, Engineering, and Hotel Technology and Food Management. Relative to the first two, the concerns pertain to access rather than to the absence of the programs themselves. Additionally, community college students are inhibited in transfer to the extent that course schedules and program offerings do not accommodate the needs for part-time study.

2.
General Education
Campuses were asked to describe any problems in the transfer of credit toward general education. Half of the respondents described problems in regard to SUNY institutions, while three indicated problems relative to private institutions. The degree of specificity of the problem descriptions differed markedly, with such specifics existing only in regard to SUNY. Lack of consistency in the general education components at the four-year campuses was felt to lead to an inability of the community colleges to develop a general education program which can be transferred to multiple colleges. In addition, and for the same reason, an individual student who has not selected a particular transfer campus has difficulty in planning his or her lower division program of study. Campuses vary in their policy on the transfer of general education requirements. Some campuses waive all lower division general education requirements for A.A. and A.S. students, while others rely on specific course matching.

3.
General Curriculum Courses
Community college respondents were asked to list effective and problematic aspects of transfer as they occur in areas other than general education. The most significant problem relates to accreditation, or accreditation-like, curriculum demands, particularly in business. Given that, nationally, similar problems frequently arise in the field of nursing, the fact that only one campus mentioned this is of interest. Three respondents noted that "test validation" was a hinderance to transfer. There is apparently some concern that the academic standards of the community college programs are being questioned by such actions. A number of campuses noted an inequitable distinction between native and transfer students, mentioning such things as the failure to transfer grades of D, and the failure to admit transfers into specific programs when the academic record would appear to justify such admission. Communication was felt to be problematic at times, with respondents noting that departmental requirements, at the four-year campuses, sometimes were changed without informing the community colleges; that catalogs were sometimes unclear in regard to transfer; and that transcript evaluations were either absent or delayed.

4.
Effective Transfer Features
Community colleges were asked to indicate any special features which they felt aided in the transfer process. Regarding the match of curricula, the respondents cited course equivalency guides, and course-by-course transfer agreements. More general transfer guides and explicit catalog displays were also listed. The waiving of portions of general education requirements, and the flexibility to do so, were noted as helpful. Joint admission agreements and 2+2 cooperative programs were also mentioned. Regarding communication and contact, the respondents applauded opportunities for two and four-year faculty contact, department to department. The presence of transfer counselors on the four-year campuses was thought to assist in the movement of students and in their orientation. Regular visits to the community colleges by such transfer counselors was also thought beneficial. Finally, in regard to information

exchange, early transcript assessment was thought very important, as was the collection and dissemination of information on the success of transfer students. A transfer newsletter was mentioned by one respondent.

5.
Campus Suggestions
Campuses were asked to offer ideas for the improvement of transfer opportunity, particularly as it relates to general education. Their recommendations included: the acceptance by four-year colleges of associate degrees as evidence that lower division general education requirements have been met; the collaboration among four-year institutions to achieve greater consistency in general education requirements; the publication, especially in catalogs, of specific details of articulation and of general education requirements in a common format; and the improvement of flexibility in regard to course equivalencies.

F. Recommended Action

It is recommended that the Office of the Vice Chancellor for Academic Programs, Policy and Planning, working with the Office of Community Colleges, coordinate efforts to alleviate program deficiencies and transfer obstacles. There should be established a University-wide Committee, appointed by the Chancellor, which among other things would have responsibility for monitoring the problems connected with the provision of transfer opportunities. The Committee should identify and promote innovative models of cooperation that enhance transfer opportunities within the SUNY system. It is further recommended that receiving campuses consider the implementation of the suggestions throughout this summary which require little or no policy revision or resource reallocation.

A. Sub Issue 3.b. – Student Support Services at the Receiving Colleges

B. Background

The traditional role of student support services has emerged from addressing the needs of freshmen who enter directly from high school. As the number of transfer students increases, the differing needs of this "new student" population call for rethinking and modification of services and methods of delivery. The topic is a matter of professional dialogue and study. Transfer counselors and other student affairs professionals have a growing interest in enhancing the transfer process. A conference held on May 16, 1986 titled "Transfer Issues: Present and Future," focused on facilitating transfer from SUNY two-year to SUNY four-year schools, and is an example of the current concern regarding transfer matters. The May 1978 "Report to the Chancellor–Task Force on Articulation" supports the importance of the issue which, eight years later, calls for renewed attention.

C. Statement of Present Problem

The issue is to determine the student support services on four-year campuses which, from the two-year college experience, are currently most critical in effecting successful transfer programs.

D. Methodology

Of the twenty surveys which were returned, sixteen responded to the question regarding student support services. Characteristics of effective programs and features of areas which cause special problems were compiled and analyzed. The information was organized into four broad areas. Recommendations were drawn from this material.

E. Findings

Four broad, thematic areas emerged as critical to student support services in an effective transfer process: (a) personal support services; (b) entrance processes; (c) communications; (d) financial support. "Personal support services" highlights the importance of having a transfer person/office on the four-year campus in addition to the person/office responsible for transfer articulation, accessible before and during the entering process. Special orientations and workshops for transfer students were also noted as important in this transitional experience, addressing needs specific to this population. The second theme, "entrance processes," includes recruitment, admissions, and registration. Campus visits by four-year schools, specialized program recruitment, and visits early in the academic year were noted as useful. Lack of timely and accurate evaluation of transfer credit, acceptance quotas, non-acceptance into a major prior to attending, closed sections at registration and absence of reserved housing for transfer students are some problem areas. Early preregistration for transfer students, no application fee prior to registering, and "rapid admissions" were examples of helpful processes. Clear and timely "communications" is the third area of importance emerging from the responses. Lack of clarity in both academic and non-academic requirements was indicated as a hinderance to an effective transfer process. The fourth area is "financial support." Availability of scholarship and aid packages was indicated several times as an important factor in transfer decisions, noting the private colleges' strength in this area.

F. Recommended Action

It is recommended that SUNY Central Administration assist and facilitate the development of personal support services, timely and accurate entrance processes, clear and timely communications, and greater financial support for transfer students at each of its receiving colleges. At minimum, each receiving SUNY college should have a transfer person/office in addition to a transfer articulation person/office to oversee the support service area and the institutional receptivity to the transfer student.

A. Sub Issue 3.c. – Value of Formal Articulation Agreements

B. Background

While increasing numbers of formal articulation agreements have been developed between SUNY two-year and four-year institutions over the last decade, concerns have been raised regarding the validity and effectiveness of these agreements. This issue has been the topic of discussions at a number of SUNY meetings, particularly of academic vice presidents and deans. However, despite the inherent strength of the 1980 SUNY Board of Trustees resolution on articulation, and despite the impressive number of agreements reached, actual transfer practices are often perceived to contradict the intent of the Board resolution. At this time there is an increase in the amount of communication and cooperation between two-year colleges and University centers as well as four-year institutions, due to the enrollment decline. This situation is advantageous for the much-needed reforms in transfer admissions. A limited number of two-year and four-year institutions have been developing 2+2 or joint admissions agreements which provide a stronger assurance of the full transfer promised but not always perceived as delivered by the articulation agreement.

C. Statement of Present Problem

Articulation agreements provide a useful mechanism for facilitating interaction between two-year and four-year faculty as well as assisting student transfer. The agreements, however, must be reviewed periodically for their accuracy with regard to curriculum. Many are too general, vague, or inflexible, while others are too wordy or lack the necessary critical information to be meaningful. In addition, some institutions require transfer students to take additional credits despite articulation agreements and do not adequately inform students of this requirement prior to admission.

D. Methodology

Campus transfer contacts at all thirty SUNY community colleges were surveyed in March 1986 regarding the features that make formal articulation agreements most effective or that limit the effectiveness of such agreements. They were also asked to identify campuses that exemplify either good or bad features. Nineteen campuses responded to the survey and commented on this issue.

E. Findings

The main features that seem to make formal articulation agreements *most effective* are:

1.
Ideally, acceptance of A.A. and A.S. two-year degrees intact; guaranteed transfer to full junior standing without course-by-course review and without restrictions of space availability and program completion in complete synchronization with native students.

2.
Simple, clear, concise explanation of agreement.

3.
Up-to-date course equivalency listings.

4.
Outline of requirements specifically with regard to courses and minimum QPA.

5.
Formal and informal contact among faculties and deans; on-going dialogue among departments.

The features that seem to *limit the effectiveness* of such agreements are:

1.
Agreements that are too vague to determine course equivalency, too general, obscure, lack information, are meaningless, and include no course equivalency lists.

2.
Lack of timely updating of such agreements every two to three years.

3.
Full credit for studies is of questionable value when there is no assurance that the remaining requirements for the baccalaureate can be completed in four years (e.g., accepting all credits in transfer and requiring more than sixty-four credits to complete the degree or requiring three to four extra courses for graduation).

4.
Negotiations over specific course-to-course equivalents often ignore the validity of the two-year institution.

F. Recommended Action

It is recommended that SUNY Central Administration issue to campus presidents suggested guidelines for the content, usage, interpretation, annual review and publicity of articulation agreements. SUNY may wish to consult with the presidents, academic vice presidents, Faculty Senate, and Faculty Council for suggested guidelines.

A. Sub Issue 3.d. – The quality of transfer advisement and preparation at SUNY community colleges

B. Background

The quality of advisement of transfer students by the sending community colleges affects the transfer process. The literature, as well as many constituencies within SUNY, suggest that responsibility for the quality of the transfer process resides partially within community college advisement itself. Given the lateness with which many students decide to enter into, and transfer from, the community colleges, the transfer advisement process needs to be effective and current if a smooth transition is to occur.

C. Statement of Present Problem

The quality and currency of the community college transfer advisement process affects the ability of community college students to effectively transfer to SUNY receiving institutions.

D. Methodology

Through a survey, twenty community colleges responded to questions of current practice, effective processes, and problems in facilitating transfer through advisement and preparation of students.

E. Findings

Responses by the community colleges regarding the current efforts to advise and prepare students to transfer centered on informational systems, particularly faculty advisement and counseling programs as well as liaison with receiving college staff and faculty. The responses by the colleges regarding effective practices which advise and prepare transfers centered on information systems which are accurate and timely, coupled with formal and informal liaison with the receiving college staff and faculty. Articulation agreements, receiving college visitations, transfer days, and informal liaisons are emphasized as effective practices by community college responders.

Things which community colleges do which negatively affect the transfer process center upon inaccurate, incomplete or untimely information to transfer students. Curriculum problems affecting transfers centered on not offering low enrollment courses necessary for transfer, and not determining transferability of courses prior to program initiation. Several colleges felt that it was unrealistic to develop expectations of full transfer when a student is enrolled in an A.A.S. degree. Similarly, some community colleges felt we should not encourage marginal students into applying for competitive programs at the receiving colleges.

F. Recommended Action

The SUNY Office of Community Colleges should identify and promulgate models of advisement and preparation for transfer within the thirty community colleges. Community colleges should ensure timely, accurate and accessible information systems for their students. Careful consideration should be given by colleges to offering low enrollment courses where such courses have been listed as part of a degree program and students have expectations of enrollment and transfer.

A. Sub Issue 3.e. – 1980 SUNY Board of Trustees Transfer Policy

B. Background

The 1980 Board of Trustees Transfer Policy along with its mandated implementation guidelines was promulgated to address a concern expressed by community college faculty and staff of fairness and equity toward community college graduates who were attempting transfer to receiving colleges within the SUNY system. Concern continues to be expressed as to what effect the policy has had on the opportunity for transfer by community college students. Lack of adherence to procedural requirements within the policy either suggests that the procedures are too bureaucratic or that there is little shared commitment to increasing transfer opportunities at SUNY receiving colleges.

C. Statement of Present Problem

There is a need to evaluate how well the 1980 SUNY Board Transfer Policy has facilitated transfer within SUNY and what modifications would make the policy more effective.

D. Methodology

Transfer counselors and transfer articulation officers at each of the thirty community colleges were asked to share their perceptions of the effectiveness of the 1980 Board of Trustees Transfer Policy. Twenty-two responses were received.

E. Findings

1.
Enforcement is essential.

2.
"Parallel" programs should be defined, or there should be a greater effort to design "parallel programs," or there should be a more systematic means for translating and transition between related programs.

3.
Provision should be made to strengthen the policy to say that "...Beginning with the fall semester of 1982, graduates of two-year colleges within State University of New York *will be* accepted in parallel programs at baccalaureate campuses of the University, *and* will be accorded full junior standing..."

4.
Department and program faculty at the four-year colleges should make more of an attempt to comply with the spirit of the policy and be less conditional.

5.
Four-year colleges should be required to set aside enough places in the junior class to *guarantee* acceptance of community college transfers.

C. Recommended Action

It is recommended that the Chancellor appoint a University-wide coordinating body composed of campus administrators, counselors and faculty as well as central staff to examine the 1980 SUNY Board of Trustees Policy to determine how it can best be strengthened. This coordinating body should investigate the impact of changes in this policy on students and on SUNY institutions. This committee should review: (1) fiscal and other incentives which could be offered to receiving colleges which would enhance the value of transfers to receiving colleges; (2) changing the language in the current policy from "*when accepted* in parallel programs" to "*will be accepted* in parallel programs," ensuring availability and access of parallel programs to community college graduates; (3) a dual transfer policy preserving the generic transfer for A.A. and A.S. graduates, but adding a course-by-course transfer policy for A.A.S. degree graduates; (4) means whereby receiving colleges can clearly promulgate and support the appeal process contained in the current policy.

Lastly, the 1980 policy calls for annual reporting by the receiving colleges on the administration and academic procedures in effect which ensure implementation of the policy. This has not been complied with by receiving institutions according to SUNY staff. The University-wide coordinating body called for in this recommendation should review this area of the policy and determine whether this section of the policy should be repealed or whether the reporting of such information is facilitative to the implementation of the policy.

A. Issue 3.f. – Fostering Collegial Relationships Between Two-Year and Four-Year College Faculty

B. Background

Recent national studies on transfer students identify inter-institutional faculty cooperation as the key ingredient in successful articulation. Recent activities in SUNY reflect a similar view. Small grants from the Office of Academic Programs, Policy and Planning have supported conferences in specific disciplines such as writing or business. The grant stipulates that the sponsoring campus must involve two-year and four-year college faculty. A consortia of Albany-area colleges, two-year and four-year, is currently exploring avenues for faculty development through sharing of campus resources. This issue bears on more than the transfer articulation problem and therefore is seen as a separate problem needing attention.

C. Statement of Present Problem

It is necessary to understand how four-year college faculty perceive community college faculty and students and what activities have promoted inter-faculty collaboration.

D. Methodology

In studying this problem data were assembled from a series of interviews with faculty and staff at selected University college campuses. This study was conducted under the auspices of the Office of Academic Programs, Policy and Planning.

E. Findings

The attitude of four-year college faculty toward community colleges varied in relation to the four-year campus's experience with transfer. Typical of one extreme was the campus that had assimilated large numbers of transfers over many years. In this instance, transfer students were not perceived as differing from native students and good relations with faculty at feeder institutions have evolved over the years. At the other extreme was the rare campus where faculty regarded their institution as highly selective and viewed transfers as significantly less qualified than native students. In that case, faculty were reluctant to support recruitment of transfers and had little or no contact with community college faculty.

Far more commonly, four-year campuses reported improved faculty attitudes in response to increased contact with community college transfer students and faculty. These campuses had made a commitment to increased transfer recruitment. As transfer enrollments rose, institutional research and faculty interaction with transfers generated a new image of the quality of the community college experience. Transfers were seen as mature, interesting, comparable in performance to native students and more likely to persist in their studies and complete the degree.

The following approaches have been employed to nurture collegial relationships between two-year and four-year college faculty:

-Luncheons or receptions at the four-year campus that bring together faculty in the same discipline

-Visits by four-year college faculty to two-year college campuses for meetings with their departmental counterparts

-Hiring community college faculty as adjunct faculty members at the four-year campus

-Guest lecturers and colloquia presented by visiting faculty

-Faculty exchange: two faculty members exchange courses, each teaching at the other's institution

-Regular meetings at the departmental or program level to discuss issues related to articulation, e.g., curriculum changes, course content, prerequisites

-Reimbursement to faculty for travel to two-year colleges

D. Recommended Action

To foster a sense of equal partnership between two-year and four-year faculty, it is recommended that the Chancellor charge the Faculty Council of Community Colleges and the University Faculty Senate, working together, to develop a plan and structure for regional consortia of faculty exchange programs. Upon approval of this plan, SUNY should provide resources to support collaborative regional and inter-campus initiatives in faculty exchange.

SUMMARY OF RECOMMENDATIONS

TO THE CHANCELLOR

1. It is recommended that the Chancellor appoint a University-wide coordinating body composed of campus administrators, counselors and faculty as well as central staff to examine the 1980 SUNY Board of Trustees Policy to determine how it can best be strengthened. This coordinating body should investigate the impact of changes in this policy on students and on SUNY institutions. This committee should review: (1) fiscal and other incentives which could be offered to receiving colleges which would enhance the value of transfers to the receiving college; (2) changing the language in the current policy from "*when accepted* in parallel programs" to "*will be accepted* in parallel programs" ensuring availability and access of parallel programs to community college graduates; (3) a dual transfer policy preserving the generic transfer for A.A. and A.S. graduates, but adding a course-by-course equivalency listing for A.A.S. degree graduates; (4) means whereby receiving colleges can clearly promulgate and support the appeal process contained in the current policy.

2. To foster a sense of equal partnership between two-year and four-year faculty, it is recommended that the Chancellor charge the Faculty Council of the Community Colleges and the University Faculty Senate, working together, to develop a plan and structure for regional consortia of faculty exchange programs. Upon approval of this plan, SUNY should provide resources to support collaborative regional and inter-campus initiatives in faculty exchange.

TO SUNY ADMINISTRATION

1. SUNY administration needs to develop an information system to adequately collect data on community college transfers prior to and after entering baccalaureate programs, including:

   a.
   Information concerning the status of transfers as they begin upper-division work, i.e., sending college, credits attained, credits accepted, pre-transfer major, etc.

   b.
   Information to monitor admission to programs at four-year colleges where it appears transfers are not readily accepted into a parallel program; and

   c.
   Systematic feedback to community colleges on the progress of their transfer graduates, as well as comparison to native students, toward the baccalaureate degree. The need for such an information system is urgent and long overdue.

2. It is recommended that SUNY administration assist and facilitate the development of personal support services, timely and accurate entrance processes, clear and timely communications, and greater financial support for transfer students at each of its receiving colleges. At minimum, each receiving SUNY college should have a transfer person/office in addition to a transfer articulation person/office to oversee the support service area and to develop institutional receptivity to the transfer student.

3. It is recommended that SUNY administration issue to campus presidents suggested guidelines for the content, usage, interpretation, annual review and publicity of articulation agreements. SUNY should formally consult with the presidents, academic vice presidents, Faculty Senate, and Faculty Council for suggested guidelines.

TO OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC PROGRAMS, POLICY AND PLANNING

1. It is recommended that the Office of the Vice Chancellor for Academic Programs, Policy and Planning, working with the Office of Community Colleges, coordinate efforts to alleviate program deficiencies and transfer obstacles. There should be established a University-wide committee, appointed by the Chancellor, which among other things would have the responsibility for monitoring the problems connected with the provision of transfer opportunities. The committee should identify and promote innovative models of cooperation that enhance transfer opportunities within the SUNY system. It is further recommended that receiving campuses consider the immediate implementation of the suggestions throughout this summary which require little or no policy revision or resource reallocation.

TO OFFICE OF COMMUNITY COLLEGES

1. SUNY Community College Office should form an advisory committee of community college institutional officers, central staff and others to plan and implement a system-wide follow-up study of community college graduates beginning with the 1987 graduates and continuing such research on an on-going basis. The follow-up studies should be sponsored by SUNY with required participation by each community college in the system. The implementation of this recommendation is essential for establishing a state-wide program of full accountability for the graduates of community colleges.

2. SUNY Community College Office should identify and promulgate models of advisement and preparation for transfer within the thirty community colleges. Community colleges should ensure timely, accurate and accessible information systems for their students. Careful consideration should be given by colleges to offering low enrollment courses where such courses have been listed as part of a degree program and students have expectations of enrollment and transfer.

CHAPTER III

ACADEMIC AND GENERAL PROGRAMMATIC ISSUES

OVERVIEW

The charge to the committee on Academic and General Programmatic Issues was in many ways similar to the last line of job descriptions which state "...and other duties as assigned." That innocuous phrase could be reworded to refer to this committee as the one designated to address other issues and concerns of community colleges that were not discussed in the Independent Commission Report. For that matter the concerns that this committee has addressed were given little attention in most studies completed on the SUNY community colleges during the past twenty years. Two previous reports expressed concern that ways ought to be found to assure consistent quality throughout the thirty SUNY community colleges, but no specific recommendations to this end were offered. This committee has considered the barriers that seem to exist which hamper community colleges in their search for excellence in academic programs, student development programs, and related administrative management services. Among such barriers are: insufficient information for planning and decision-making; underutilized technological innovation in college programs; inadequate technological skills among faculty and staff in terms of content areas taught and the tools that can enhance instruction; lack of adequate student recruitment, retention, and transfer articulation information; and limited technological implementation in administrative offices resulting in inefficiency of institutional operations and services to students.

In its consideration of these barriers and possible solutions to them, the committee reviewed the previous reports on SUNY community colleges, surveyed a number of national studies, and considered studies of other higher education systems. It reviewed the work of other SUNY study committees and independent research studies including a recent one on affirmative action in the community college, and the *Report of the Task Force on Improving the Quality of Student Life (1986).* In order to gather information and perspectives from a wider sample of students, faculty and staff, the committee called a "Town Meeting" which took place at Broome Community College on March 21, 1986. The committee shared its preliminary findings and observations with those who attended this session, inviting questions and comments. Findings were analyzed and synthesized in four committee meetings and three Task Force meetings, resulting in the discussion and recommendations that follow.

Issue

There is a need to substantially increase the resources that are typically made available in order to improve the quality of academic programs, student development, and related administrative services at SUNY community colleges.

A. Sub - Issue 1.a. Support for Planning and Program/Service Development

B. Background

Funding for community colleges is directly dependent upon FTE enrollment which is declining and projected to continue to decline in most community colleges for the remaining years of this decade. These funding levels relate directly to the quality of programs and services which can be provided to full and part-time credit students and the myriad part-time, non-credit student registrations that are recorded at the thirty SUNY community colleges, annually. To improve the quality of programs and services, the SUNY community colleges are required to seek new ways to enrich or improve themselves outside of existing funding sources (State aid, student tuition and fees and sponsor contribution/chargebacks). Federal programs, which have been an important source of funds to some colleges in the past, are being reduced for program development and improvement in higher education.

Current funding levels tend to support existing salaries and increasing costs related to utilities, capital equipment, maintenance of buildings and equipment, supplies, and other standard operations. Little money is left after these expenditures to enrich or improve the quality of programs and services, or even to complete the studies necessary to understand what changes are needed to update curricula, automate services, and provide programs and services needed by new student populations.

The dilemma becomes worse for those community colleges which have expanded their institutional research and planning capacity and hence increased their understanding of their long-term needs, at a time when local sponsor support is reaching the limits of growth and federal sources of revenues are decreasing. The challenge is to ensure enhancement of existing program quality while satisfying local needs in a climate increasingly less hospitable to expansion.

C. Statement of Present Problem

The long-term and immediate needs of the thirty community colleges are as varied as the colleges themselves. Ways need to be found to provide resources to improve programs and services in a full range of areas which meet individual institutional needs.

D. Methodology

The special purpose funds now available through SUNY, from other New York State sources, and from the federal government were reviewed, along with a recent compilation of external funding acquired by each of the SUNY community colleges and the purposes to which these funds are being put.

E. Findings

Title III of the Higher Education Act of 1965, specifically the Institutional Aid Program, was investigated. If a similar state funded format were adopted for use in New York State, it could accommodate a very large variety of programs designed by individual colleges to improve and strengthen their programs and services. In order to be eligible for such funds, colleges would be required to have developed a long-range institutional plan, and funds could be made available to facilitate planned program development. Establishing some relationship between individual plans that are submitted for funding and objectives of the SUNY Multi-Phase Rolling Plan might be one of the appropriate funding considerations.

F. Recommended Action

a.
SUNY should seek from the State a sum of $5,000,000 in the first year for the establishment of a Program and Services Quality Improvement Fund to support necessary quality improvements to programs at the thirty SUNY community colleges. These funds should be distributed to colleges through a competitive grant program modeled after the Department of Education's Title III Institutional Aid Program which addresses a wide range of institutional program and service development innovations within the context of each community college's long-range plan. The end result would be that the monies allocated and awarded would address the highest priorities of each of the colleges seeking funds.

b.
SUNY ought to seek funds to support the expansion of central services to the community colleges based on the needs of the colleges. Increased training and consulting with groups of colleges and with individual campuses might include assistance with: institutional advancement, economic development, affirmative action, institutional research, and long-range and strategic planning.

c.
SUNY should take an active role in seeking ways to encourage the identification and sharing, on a regional basis, of program information and needs. Focus would include: the development of new programs to meet regional needs; the participation of students, faculty and administrators in regional conferences and workshops; and involvement with other SUNY colleges, university centers and New York designated Centers for Excellence. Such workshops could promote resource sharing, joint grant proposal writing, and the provision of new and expanding academic programs on a shared-cost basis.

A. Sub - Issue 1.b. – Information for Decision-Making

B. Background

At the present time, each community college collects information about its own graduates on individually developed survey instruments. Collection of information about graduates' success in transfer institutions and in their careers is sought in a variety of ways and at different times by different colleges. The result is that there is no statewide, annual, comparable information available for all community colleges with regard to placement and transfer of graduates. As a system we have no idea how well our graduates perform in baccalaureate institutions or on the job; nor can we compare ourselves with the experiences of our sister institutions in these regards. The availability of these data is crucial to our understanding of who we are as a system and how well each of us is doing in meeting our students' needs.

Each campus needs good institutional data to improve decision-making. External agencies, including SUNY and the Middle States Association, encourage the measurement of educational outcomes, a process in which no one is expert. A variety of governmental agencies request increasingly refined institutional data annually for operational and capital planning purposes.

The development of a common data base for SUNY institutions generally, and for the community colleges specifically, has made some strides. The Student Data File, if enhanced and fully subscribed, could provide much of the information colleges need about the transfer success of their graduates (and non-graduates) at least within State University. The Community College Office in SUNY provides compilations of collective bargaining contract clauses across the thirty colleges, and administrative salary data. Individual colleges undertake studies of particular programs or services from time to time. The SUNY Office of Institutional Research provides compilations and summaries of community college information concerning enrollment, employment, and some student data and trend information. The need for systematic, complete

and comparable information at the campus and "system" levels, for internal and external purposes, is very great and rapidly growing.

C. Statement of Present Problem

No central source of comprehensive information is presently available to SUNY community colleges, nor is there a method currently in place to ensure the development and provision of information needed by the community colleges in the future.

D. Methodology

The committee reviewed the information presently available and the potential of the long-mandated but only partially implemented Student Data File.

E. Findings

Some community colleges believe that they lack the equipment necessary to go on the Student Data File; others choose not to participate. Twelve community colleges report to SUNY on the system. If all thirty colleges participated in the system, extremely useful studies could be prepared from the data to support decision-making and provide better outcomes information. However, all information useful to community colleges in planning and decision-making is not student data; other sources of centrally collected and analyzed information are needed as well.

F. Recommended Action

SUNY should establish a network of information management data collection and dissemination among the community colleges. Such a network would result in shared data on program evaluation, outcomes studies, professional development studies, affirmative action, library automation, institutional advancement, student life, student development, professional life, community education, placement, program costs, and many others. An advisory committee, composed of community college presidents, deans and research directors should be established. This committee should meet regularly with SUNY central staff to identify which data elements and related reports would provide the greatest value to the colleges on an annual basis.

A. Sub-Issue 1.c. – Professional Development

B. Background

Many conditions seem to threaten the quality of professional life and the missions of the community colleges. These include: an aging faculty; an absence or near absence of new personnel in many academic departments; a perception that program development and professional growth funds are diminishing; a decline in serious cognitive inquiry in community college classrooms as evidenced by the prevalence of the objective test; and the perception of increased reliance on adjunct personnel.

Since their inception, community colleges have vacillated between the secondary school and the university models of professionalism. The first has been abandoned; the second, while alluring to many faculty members, may be equally inappropriate. A professionalism that is organized around academic disciplines may not meet the diverse needs of community college faculty, staff, and students.

A new kind of professionalism, toward which several community colleges have in fact been moving, might involve a reconceptualization of the academic disciplines to meet the needs and realities of community college constituencies, the integration of liberal and career education, a focus on instructional media and teaching methodologies, and the presentation of information beyond the classroom in colloquia, lectures, workshops, recitals, and so forth.

C. Statement of the Present Problem

There is need for a system of rewards and incentives that encourage and sustain professionalism over the span of a teaching career and a strategy for identifying and raising the resources necessary for professional development activities. The alternative, in an era of contraction, is an aging faculty, increasingly prone to psychic retirement, faculty/staff burnout, and the pursuit of diversions from professional activities. At its best, SUNY offers its faculty a lifetime of career vitality and challenge with rewards, honors, and incentives accumulating as retirement nears. This is not the case in SUNY community colleges where the brightest and the best, the most energetic and the most ambitious, are too often forced to consider administrative careers in order to achieve stature and recognition.

D. Methodology

The committee reviewed reports of discussions among members of the State University Faculty Council of Community Colleges as well as discussions with faculty.

E. Findings

Insufficient attention has been given to providing rewards and incentives to faculty in order to encourage their active professional development. Remedy of this practice would precipitate the development of new and improved learning environments for the student populations enrolled in the thirty community colleges.

F. Recommended Action

a.
The University should establish graduate programs related to community colleges that are regionally

accessible to community college faculty, staff and others interested in working in a community college.

b.
An endowed chair for distinguished community college faculty should be created to support distinguished professors-in-residence on campus, offering workshops and mini-courses that exemplify state-of-the-art curriculum development and teaching methodologies.

c.
A community college research center ought to be established which would support research fellowships for community college faculty.

d.
SUNY should sponsor a conference(s) with the support of the Faculty Council of Community Colleges, the Association of Presidents of Public Community Colleges, the Association of Community College Trustees and any other group of interested community college professionals, devoted to the advancement of the concept of professionalism in SUNY community colleges.

A. Sub-Issue 1.d. – Responsiveness

B. Background

Changing external conditions and organizational features since the 1970's, changing public policy emphases on community college education; a greater emphasis on funding of special programs; efforts to limit the institutional mission; aging programs, equipment and staff; and concerns about the quality and value of the associate degree—all have tended to modify the perception of the community colleges as the dynamic, responsive and comprehensive sector of SUNY.

On the other hand, in terms of program development, community colleges have long been SUNY's innovators. The impetus for new curriculum development is almost entirely local as the colleges attempt to respond to the needs of students for career programs that promise good jobs and transfer programs that articulate directly with four-year institutions in the service region or State. The approval process of new programs is lengthy and cumbersome. Yet, it usually works for programs which do not require a quick response time to meet a community need.

New populations require changes in the traditional college environment, including appropriate and new sets of services. When one talks of community college populations, non-traditional and minority students, among others, come to mind, and each poses special educational challenges. While community colleges have discovered inventive and effective ways to retrain and mainstream adult students, they have been less successful in meeting the needs of minorities. Perhaps the greatest challenge facing community colleges is finding ways to attract minorities to programs that offer the greatest opportunities for economic and social mobility, principally science and technology programs. SUNY's community colleges should be on the cutting edge of this effort.

C. Statement of Present Problem

Colleges need to re-emphasize their traditional flexibility in new program development and in response to new student populations. Present modes of operation are not working well enough.

D. Methodology

The committee discussed this issue with SUNY central administrative staff and community college students.

E. Findings

Better and faster ways to respond to the needs of women and minority populations and of other groups seeking college services need to be developed. Better programs are needed to attract and retain minority students.

F. Recommended Action

a.
SUNY should provide seed money for campus-based projects which will recruit and provide intensive skill development for women and minorities in science and technology programs and promote successful transfer to upper division colleges and university centers.

SUMMARY OF RECOMMENDATIONS

TO THE CHANCELLOR

1. SUNY should seek from the State a sum of $5,000,000 in the first year for the establishment of a Program and Services Quality Improvement Fund to support necessary quality improvements to programs at the thirty SUNY community colleges. These funds should be distributed to colleges through a competitive grant program modeled after the Department of Education's Title III Institutional Aid Program, which addresses a wide range of institutional program and service development innovations within the context of each community college's long-range plan. The end result would be that the monies allocated and awarded would address the highest priorities of each of the colleges seeking funds.

2. The University should establish graduate programs related to community colleges that are regionally accessible to community college faculty, staff and others interested in working in a community college.

3. An endowed chair for distinguished community college faculty should be created to support distinguished professors-in-residence on campus, offering workshops and mini-courses that exemplify state-of-the-art curriculum development and teaching methodologies.

4. A community college research center ought to be established which would support research fellowships for community college faculty.

5. SUNY should provide seed money for campus-based projects which will recruit and provide intensive skill development for women and minorities in science and technology programs and promote successful transfer to upper division colleges and university centers.

TO SUNY ADMINISTRATION

1. SUNY ought to seek funds to support the expansion of central services to the community colleges based on the needs of the colleges. Increased training and consulting with groups of colleges and with individual campuses might include assistance with: institutional advancement, economic development, affirmative action, institutional research, and long-range and strategic planning.

2. SUNY should take an active role in seeking ways to encourage the identification and sharing, on a regional basis, of program information and needs. Focus would include: the development of new programs to meet regional needs; the participation of students, faculty and administrators in regional conferences and workshops; and involvement with other SUNY colleges, university centers and New York designated Centers for Excellence. Such workshops could promote resource sharing, joint grant proposal writing, and the provision of new and expanding academic programs on a shared-cost basis.

3. SUNY should establish a network of information management data collection and dissemination among the community colleges. Such a network would result in shared data on program evaluation, outcomes studies, professional development studies, affirmative action, library automation, institutional advancement, student life, student development, professional life, community education, placement, program costs, and many others. An advisory committee, composed of community college presidents, deans and research directors should be established. This committee should meet regularly with SUNY central staff to identify which data elements and related reports would provide the greatest value to the colleges on an annual basis.

4. SUNY should sponsor a conference(s) with the support of the Faculty Council of Community Colleges, the Association of Presidents of Public Community Colleges, the Association of Community College Trustees and any other group of interested community college professionals, devoted to the advancement of the concept of professionalism in SUNY community colleges.

CHAPTER IV

FUNDING

OVERVIEW

The issue of appropriate funding levels for SUNY community colleges has been treated in all of the reports preceding this one, including the Wells Report (1964); the Nelson Report (1969); the Ingler Report (1969); the Report of the Task Force on Problems in the Community Colleges (1973); the Keppel Report (1973); the Task Force on Community Colleges Report (1973); the Wales Report (1976); the Wessell Report (1977); the Rensselaerville Report (1982); and the Independent Commission Report (1985).

A summary tabulation of the major conclusions of these reports (compiled by Freda R. H. Martens) is cited in the Selected Bibliography section of this Report. In many respects, some of the same major issues which were clearly identified in the ten reports listed above and completed during the past twenty-two years are still with us. We are still debating several possible funding formulas; the relative weight of students', sponsors', and State's shares; the disparate cost of various programs, and the existence of chargeback problems, among others. This present Report is not an attempt to solve the question of adequate funding for community colleges for all time. It is healthy that this question be studied periodically, in order to ascertain if anything has changed to prompt a more appropriate solution.

A. Issue – The Funding Formula and Related Sub-Issues

B. Background

While the State University of New York has released a topical paper on the evolution of the New York State funding formula for community colleges, a graphic summary of how it has changed over the past thirty-six years is presented in Appendix A.

C. Statement of Present Problem

> "Colleges and Universities are substantially influenced by the nature and effectiveness of the policy making and planning done at the State level and, more importantly, by the extent of state financial support. Indeed the State's financial role is growing in importance as the federal government's role diminishes. Therefore, a necessary condition for preserving and improving the quality of higher education in New York is a commitment by State government to the continuation of its effort, at the very least, with respect to financial support for higher education, in its relation to other State budget expenditures. The preservation of quality also requires an understanding on the part of the governor and legislature, as well as the public, of why costs generally do not decrease when enrollment declines."

This conclusion, taken from the 1986 report sponsored by the Association of Colleges and Universities of the State of New York (ACUSNY), entitled *Quality in Higher Education: A View from the President's Office* (1986), is central to the work of the present committee. We have arrived at a time at which the State of New York has not kept up with the financial commitment it has made to the hundreds of thousands of students educated in the community colleges. While student and local sponsor shares have increased over time, that of the State of New York has not proportionately kept up with inflation, presenting a real danger to the quality of education offered. Nevertheless, the State wishes the colleges to be responsive to community and State needs.

D. Methodology

The Committee has functioned by summarizing the major findings of all previous reports on SUNY Community Colleges; discussing and selecting the issues that would be addressed in this report; gathering state by state data on appropriations and on funding formulae; and comparing and analyzing the key relevant data.

The Committee spent a great deal of time on comparisons among states. M.M. Chambers annually compares the states on seven sets of data (Chambers and Hines, 1985). These seven comparisons are selected from among some twenty-six dimensions on which comparisons may be made (Halstead, 1974, pp. 51-69), but these seven have become standard annual expectations in the field of higher education due to Dr. Chambers' work.

In gathering this information, the Committee learned that a number of states are in a similar situation, studying the possibility of formula changes. The most significant state report in recent months is that of California (Commission for the Review of the Master Plan for Higher Education, 1986).

It should be noted that while the work of this Task Force has been proceeding, a somewhat parallel effort focused mostly on funding and governance has been taking place

through the work of New York State Senator Kenneth LaValle's Higher Education Committee, and work on a review of community college funding has been conducted by Assemblyman Arthur Kremer's Ways and Means Committee. They have been looking at the current formula and studying alternatives for State financial support.

The bulk of this Task Force committee's work, however, involved the number one concern of the committee—the funding formula and related issues. The committee started off with seventeen issues, but quickly narrowed the list down to the issues presented in this report. It has collected data from each state in order to update the 1982 chart produced by the Education Compact of the States and the National Association of College and University Business Officers (NACUBO, 1983) which delved in detail into the various formulae.

E. Findings

For 1985-86, New York State's ranking on the seven critical measures of appropriations annually collected by the higher education community appear on the following table:

Seven Critical Measures of State Appropriations to Higher Education for the 1985-86 College Year

Measure	New York State	National Average	New York Rank
1985-86 appropriations	$2,545,546,000	$614,944,580/state	2
Appropriations per capita	$143.74	$131.50	15
Appropriations per $1,000 of personal income	10.02	10.22	31
Two-year change (1983-84 to 1985-86)	17%	19%	26
Ten-year change (1975-76 to 1985-86)	103%	140%	44
Two-year change (less inflation)	9%	10%	26
Ten-year change (less inflation)	1%	19%	44

Despite a doubling of appropriations for higher education in New York State, during the past ten years when the effects of inflation are considered, the actual increase is just *one percent!*

New York State actual data show that for the period of the 1971-72 college year to 1985-86, after inflation is removed, based on the Higher Education Price Index, (similar to the Consumer Price Index, but more appropriate to higher education expenditures), the following percentages of increase or decrease per FTE remain:

Revenue Increases (Decreases) January, 1971 to December, 1985 after inflation (HEPI) is removed

	% Change 1971-72 to 1984-85
Net cost/FTE	(4.4)%
Student Revenue/FTE	0.1 %
State Aid/FTE	(9.3)%
Sponsor Share/FTE	(2.9)%
Sponsors, Contribution/FTE	(1.5)%
Chargebacks/FTE	(11.6)%
Fund Balance and other/FTE	149.2 %

In trying to compare statistics nationally on community colleges, what we have been able to glean, notably from the study of Professor James Wattenbarger, indicates that in FTE expenditures, New York ranked 6th highest for the forty-six States for which there were data in 1984 (it had been 5th two years earlier). At least thirteen other States had increases higher than New York's in the two-year period. (Wattenbarger and Mercer, 1985)

As noted in Appendix B, we have used historical data, which traces revenue sources per FTE from 1970-71 Actual to 1986-87 Preliminary Estimates, to point the way toward several possible areas of continuing interest.

Tuition

In the area of tuition, nationwide it is far less expensive to attend a public two-year than it is to attend a public four-year college, a private two-year college, or a private four-year college, as the chart below shows.

Tuition and Fees Costs in Postsecondary Institutions 1965, 1975, 1985

	1965	1975	1985
Private Four-Year	$1,297	$2,614	$5,418
Private Two-Year	702	1,367	3,206
Public Four-Year	298	599	1,278
Public Two-Year	99	277	647

Source: American Association of Community and Junior Colleges, and National Center for Education Statistics

However students in New York State pay significantly more, on the average, for their higher education in its community colleges than students in other parts of this region and they pay higher tuition than students in the other three regions of the nation.

It should be noted that New York State provides significantly more aid per student for financial assistance than any other state in the nation. Of the $1,292,314,000 in student financial assistance distributed nationwide in 1985-86, New York State provided $382,250,000, or 29.6 percent (National Association of State Scholarship and Grant Programs, 1986). During the past four years (1981-82 to 1984-85) New York State provided between $193.21 and $252.07 per FTE student in financial assistance to SUNY community college students; even after this is factored in, however, the findings that New York State students pay more is still confirmed.

Tuition Income per FTE – 1981-82*

Region	1981-82	Average Percentage of Total Operating Costs
New York	$895	29.7
East	732	26.0
Central	783	23.0
South	447	18.0
West	139	8.0
National	449	16.0

*Data used in this and succeeding tables are for 1981-82 because, while we have more recent data for New York State, there are no complete data for later years for national comparisons.

The percentage, of course, varies from college to college. For New York State's thirty SUNY community colleges in 1985-86, the approved full-time resident tuition ranged from $950 to $1350, with an average of $1237. For 1984-85, the last year for which we have actual figures, the percentage of total operating costs covered by tuition varied from 20.5 to 41.0, with a State-wide average of 30.0 percent.

State Support

When we turn to the broader picture of where support for SUNY's community colleges comes from, the findings are similar—New York State provides lower percentages of support than elsewhere, and local sponsors a higher percentage, when local revenue from all sources is included.

State Support per FTE—1981-1982

Region	State Support Per FTE	Average Percentage of Total Operating Costs
New York	$ 991	32.9
East	1097	39.0
Central	1341	39.0
South	1833	67.0
West	1562	60.0
National	1505	53.0

New York State support per FTE was $1,279 in 1984-85 and was budgeted at $1463 for 1985-86, including contract course aid. If figures were provided for post-audits, it is estimated that New York State would lose another percentage point.

Local Support

Local Support (Sponsor's Contribution) per FTE–1981-82

Region	Local Support Per FTE	Average Percentage of Total Operating Costs
New York	$ 653	21.7
East	697	30.0
Central	1023	30.0
South	192	7.0
West	573	15.0
National	584	21.0

New York's local support per FTE increased to $906 for 1984-1985 actual, and to $985 budgeted for 1985-86. The figures above represent real sponsor dollars expended, and do not include chargeback revenues, fund balances, or other local income. If these were included, the local share shown would be even greater, but they are excluded to make the figures comparable to the national figures indicated.

Total Revenues

The map on the following page demonstrates the relative sources of community college revenues.

Revenue as a whole, including gifts, grants, contracts, and other was as follows:

Total Revenue and Expenditures per FTE–1981-82

Region	Revenues	Expenditures
New York	$3030	$3011
East	2803	2803
Central	3485	3409
South	2737	2739
West	2626	2583
National	2351	2821

New York State cost per FTE increased to expenses of $3927 for 1984-85 actual, and to $4306 budgeted for 1985-86.

Funding Formulae

Finally, with regard to funding formulae, there are four basic types in use in the various states of the nation.

In 1982-83:
- 22 states used unit rate formulae
- 15 states had no funding formula, but negotiated the total
- 8 states had cost-based formulae
- 1 state had a minimum-foundation level of support

The East led all regions in 1982-83 in the number of states without a funding formula. Unit rate formulae are most prevalent in the South and West, and the Central region has the highest percentage of cost-based formulae.

It should be noted, of course, that states vary in what they will support, leading to wide variations in local practice among the community colleges from state-to-state.

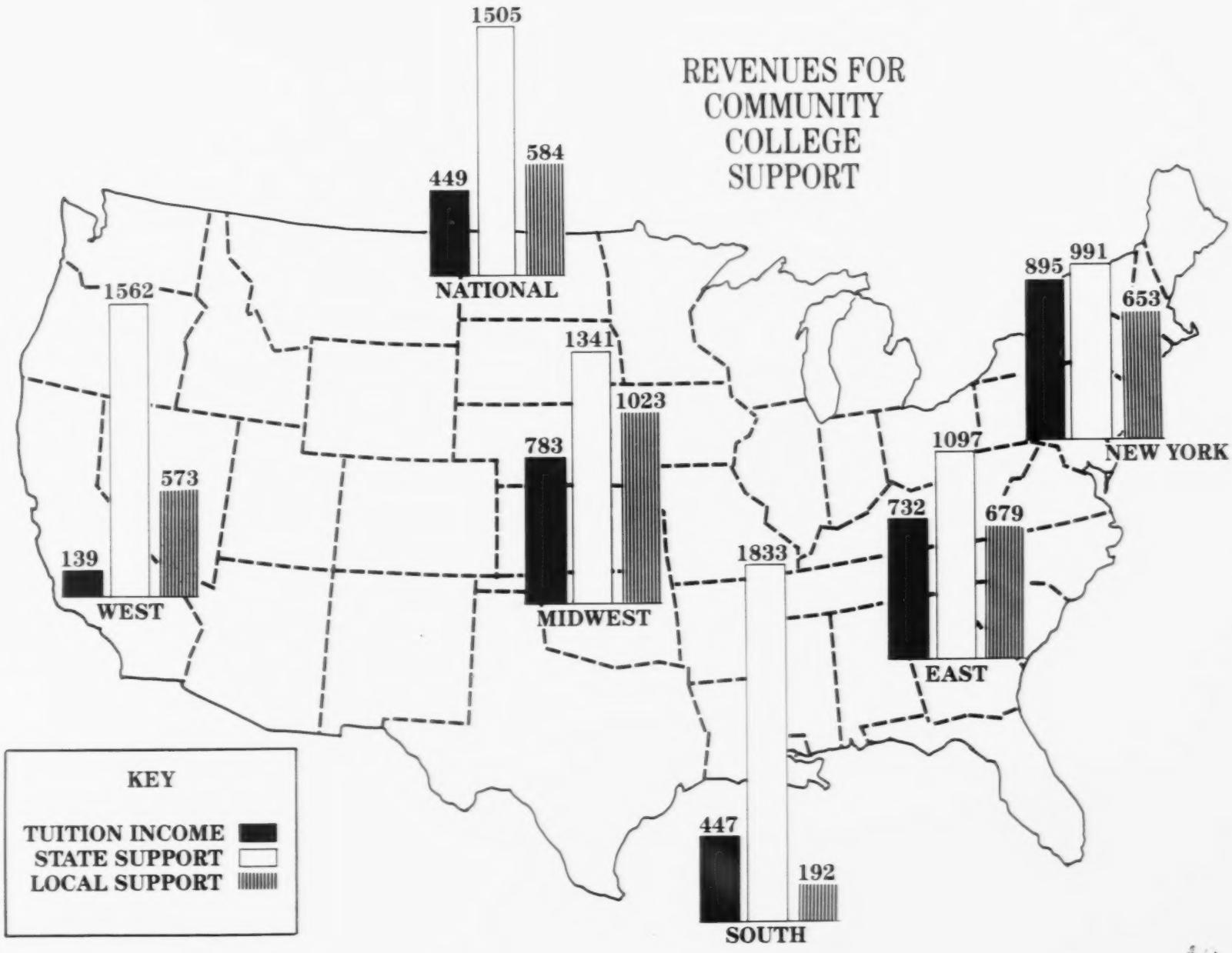
F. Recommended Action

The Task Force discussed several possible alternatives to the present funding formula for SUNY community colleges, each of which is costed out in Appendices C-1 to C-6. Appendix C-1 shows the FTE calculations of the current 30-credit hour FTE calculation and an alternate 24-credit hour FTE calculation. Appendices C-2 and C-3 show the current formula calculations, as approved in the 1985-86 final State operating budget, so that there is a baseline for comparison. Total net operating costs for the thirty community colleges for 1985-86 are $506.2 million, with the State providing $180.6 million, or 35.7 percent excluding contract course aid.

The Task Force recommends the adoption of Option One as presented in Appendix C-4. It provides for a simple change in the wording of the aid formula to read that *colleges would receive "the greater of" instead of "the lesser of" the two, 40 percent of net operating costs or the base aid formula rates.* It is recognized that there may have to be added provisos: a possible "cap" established and phased-in by the State University of New York, and assurances that the sponsor and student dollar shares will not diminish. Based on 1985-86 final budgets, the net cost to the State of New York for this change would be $35,339,731, if there is no "cap."

Option Two, shown in Appendix C-5, would have the student credit hours divided by twenty-four instead of thirty as at present. The rationale behind this change is that each college defines a full-time student as one who carries at least twelve credits in a semester; to divide the total number of credits by thirty, therefore, is somewhat anomalous since it clearly underrepresents the colleges' real cost per student, especially the costs for part-time students (the counseling, registration, billing and other costs are at least equal to the costs for full-time students, and in some instances may be even greater). Based on 1985-86 final budgets, the net cost to the State of New York for this change would be $24,974,665.

During the course of the Committee's work, Senator William T. Smith proposed that the State take over a larger share of the community colleges' cost minus tuition. The cost of this proposal may be seen in Appendix C-6 to be between $139,511,880 and $171,942,815 depending upon the assumptions made for student tuition revenue. For instance, the lower cost figure is based on the assumption that student tuition revenue is maximized for all thirty community colleges at $1350 per full-time and $57 per credit hour for part-time students, regardless of net operating cost limits. Since State assistance would increase to between $320,077,064 and


REVENUES FOR COMMUNITY COLLEGE SUPPORT
1505
449
584
NATIONAL
1562
139
573
WEST
1341
783
1023
MIDWEST
1833
447
192
SOUTH
1097
732
679
EAST
895
991
653
NEW YORK
KEY
TUITION INCOME
STATE SUPPORT
LOCAL SUPPORT

$352,507,999 under this proposal, (depending on the tuition assumptions), it is interesting to compare the cost to what it would be if New York State provided State aid at the same rate as the average state does to community colleges across the nation; that figure would be $331.6 million, a figure very close to Senator Smith's proposal.

The following table summarizes the costs of the four options to the present funding formula discussed in this Report and detailed in Appendix C. These figures are based on a total net operating budget for all SUNY community colleges of $506.2 million in 1985-86:

	Total State Operating Aid Payable
Current formula	**$180,565,184**
The "greater of" 40 percent or the formula	**$215,904,915**
Dividing student credit hours by 24 instead of 30	**$205,539,849**
Full State funding	**$320,077,064 to**
(depending on student tuition assumption)	**$352,507,999**

In conclusion, as indicated at the beginning of this chapter, reviewing the funding mechanism for the SUNY community colleges is a continuing process. There is probably no perfect solution that addresses the need of each of the thirty SUNY community colleges in the same manner. What has been proposed is what the Task Force feels are the most helpful and feasible alternatives to meet the present funding needs of the thirty SUNY community colleges within a funding framework that is both fair and reasonable to the State and also meets the aforementioned needs of the colleges. The Task Force, after reviewing the options outlined above, has recommended the adoption of Option One. However, the Task Force recognizes that, like all funding formulae, this formula, if adopted, must be reviewed and adjusted when necessary on a periodic basis.

SUMMARY OF RECOMMENDATIONS

TO THE CHANCELLOR

1. It is recommended that the State University vigorously support a change in the present community college funding formula. The new formula would provide for funding community colleges at a level of the *greater of 40 percent of the approved budget or the formula.*

   The Chancellor should immediately seek to determine whether this proposal has the support of those groups whose endorsement would be critical to its success—the Association of Boards of Trustees of Community Colleges, the Association of Presidents of Public Community Colleges, the Faculty Council of Community Colleges, the Student Assembly, and others he deems appropriate.

2. It is recommended that, if the concept of the proposed change in the funding formula is adopted, the State University should undertake a detailed impact study to determine if there is a need to establish a cap on the combined amount of base and supplemental state aid. While the Task Force discussed a possible state aid funding cap of 50% of the operating budget, it concluded that more detailed information was needed before any specific cap to the state aid formula could be recommended.

APPENDIX A

*****OPERATING AID SUMMARY*****
1950 Through 1986-87

STATE UNIVERSITY OF NEW YORK
Community Colleges

Aid - Formula Provisions	1950-70	1970-71	1971-72 (4)	1972-73 (4)	1973-74 (4)	1974-75	1975-76	1976-77 (11)	1977-78 (9)	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87 Approved
********BASIC AID EQUALS:********																		
Percent Net Operating Costs or If Equals the Lesser	0.333	0.40 (1)(2)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Of Percent Net Operating Costs Or	N/A	N/A	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
The Sum of the Following $s FTE Plus	N/A	N/A	$621	$621	$621	$670	$670	$670	$670 (6)	$750 (6)	$805 (6)	$805 (6)	$930 (7)	$950 (7)	$970 (8)	$1070 (8)	$1250 (8)	$1325 (8)
$'s FTE If the Student Faculty Ration is No Less Than ____/1 Plus	N/A	N/A	$35	$35	$35	$35	$35	$35	$35 (6)	$35 (6)	$35 (6)	$35 (6)	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	17	17	17	17	17.5	18	18.5	18.5	18.5	18.5	N/A	N/A	N/A	N/A	N/A	N/A
$'s FTE If 50 Percent Costs Are in Instruction Plus	N/A	N/A	$35	$35	$35	$35	$35	$35	$35 (6)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
$'s FTE If 50 Percent Students Are Enrolled in Technical Or Vocational Programs (AAS Or AS Degree) Plus	N/A	N/A	$35	$35	$35	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
$'s FTE If the Sponsor Contribution is No Less Than 1/2 Mill Full Valuation Of Taxable Real Property In the Sponsorship Area Plus	N/A	N/A	$35	$35	$35	$35	$35	$35	$35 (6)	$35 (6)	$35 (6)	$35 (6)	$35 (7)	$35 (7)	$35 (8)	$35 (8)	$35 (8)	$35 (8)
$'s Full-Time Disadvantaged Student (12) Plus	N/A	N/A	$90	$90	$90	$90	$180	$180	$180	$180	$193	$193	$193	$212	$212	$212	$212	$212
Percent of Allowable Rental Costs For Physical Space	N/A	N/A	N/A	N/A	N/A	N/A	40%	40%	40%	50%	50%	50%	50%	50%	50%	50%	50%	50%
********SUPPLEMENTAL AID EQUALS (3)********																		
$'s FTE Student Enrolled In A Technical Program (13) Plus	N/A	N/A	N/A	N/A	$150 (5)	$150 (5)	$150	$150	$150	$180	$178	$178	$178	$195	$195	$195	$195	$195
$'s FTE Student Enrolled In A Business Program	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	$75	$75	$75	$75	$82	$82	$82	$82	$82
********CONTRACT COURSE AID EQUALS (14)********																		
$'s FTE Student	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	$930/965	$950/985	$970/1005	$1070/1105	$1250/1285	$1325/1360
Aid - Enrollments and Costs	1950-70	1970-71 Actual	1971-72 Actual	1972-73 Actual	1973-74 Actual	1974-75 Actual	1975-76 Actual	1976-77 Actual	1977-78 Actual	1978-79 Actual	1979-80 Actual	1980-81 Actual	1981-82 Actual	1982-83 Actual	1983-84 Actual	1984-85 Actual	1985-86 Est Bud	1986-87 Pre Bud
Budgeted FTE	N/A	81,815.0	88,634.6	94,138.2	93,681.4	97,609.9	106,834.9	117,541.2	115,340.4	113,827.1	113,889.1	118,955.6	126,625.3	130,894.6	132,388.5	130,398.7	124,630.7	123,752.8
Actual FTE	N/A	80,631.1	87,581.3	91,832.1	95,608.2	104,607.3	116,866.7	113,299.9	113,625.0	114,307.8	118,744.5	126,574.2	130,475.9	132,279.3	132,823.9	127,091.1	N/A	N/A
Funded FTE - Base Aid	N/A	N/A	87,581.3	91,832.1	95,608.2	104,607.3	116,866.7	113,299.9	113,625.0	114,307.8	116,370.4	116,409.2	121,772.9	126,872.3	132,375.2	134,092.0	130,180.0	127,753.0
Funded FTE - Partially Funded	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0.0	2,374.1	10,165.0	N/A	N/A	N/A	N/A	N/A	N/A
Funded FTE - S/F Ratio	N/A	N/A	69,768.0	73,304.8	75,878.8	90,108.1	105,633.5	95,255.0	86,822.6	91,597.1	86,247.0	74,409.9	N/A	N/A	N/A	N/A	N/A	N/A
Funded FTE - 50% Inst	N/A	N/A	50,124.7	69,293.6	71,395.5	84,753.2	88,119.3	95,190.2	86,289.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Funded FTE - 50% Tech/Vocatl	N/A	N/A	33,570.9	48,902.1	55,293.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Funded FTE - Millage Aid	N/A	N/A	65,975.7	52,058.9	63,585.5	66,285.0	79,635.8	82,359.9	81,805.1	82,161.1	83,432.9	82,095.2	87,014.9	92,335.5	96,879.0	111,905.0	110,520.9	106,433.0
Funded FT - Disadvantaged	N/A	N/A	3,709.0	6,374.5	5,958.6	6,461.0	8,169.5	7,306.3	5,795.5	5,791.0	5,198.7	4,852.0	5,299.3	5,534.0	7,118.0	9,021.0	7,216.6	7,379.6
Funded FT/FTE- Tech/Progs	N/A	N/A	N/A	N/A	29,479.0	40,459.1	46,533.0	42,689.2	45,004.6	42,157.7	42,512.6	46,744.3	48,455.3	50,229.0	51,379.4	47,279.4	49,092.3	48,904.7
Funded FTE - Business/Progs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28,315.1	30,385.5	33,626.2	30,741.6	35,426.2	34,999.1	33,455.2	32,879.1	32,815.3
Funded FTE - Contract Base	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	624.9	716.5	933.7	1,522.9	1,369.3	N/A
Funded FTE - Contract Millage	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	443.9	595.7	768.6	1,342.2	1,109.0	N/A
Net Operating Costs	N/A	115622027	131991615	146938958	164075764	194951108	221010932	233159731	247998475	268592990	291099995	323436140	357997858	399694973	434877446	443606472	506211826	548497996
Rental Costs	N/A	N/A	N/A	N/A	N/A	N/A	694411	976951	748937	639882	612596	793185	969263	1321978	1669687	2139967	2648102	2302835

N/A = Not applicable or Not available
FTE = Full Time Equivalent

11-Jan-86

STATE UNIVERSITY OF NEW YORK
Community Colleges

Operating Aid Summary
Funding History Notes

(1) TO DETERMINE THE RATES FOR NON-F.O.P. COLLEGES DIVIDE BY 1.2 FOR THE COLLEGE YEARS 1970-71 AND ON.
(2) 38.7% W.O.C. FOR JULY 1 F.O.P. COLLEGES
33.3% W.O.C. FOR ALL NON-F.O.P. COLLEGES
(3) PROVIDING A SPONSOR MAINTAINS EFFORT AND FULL AND PART-TIME TUITION RATES ARE NOT REDUCED.
(4) YEAR TO YEAR STATE AID CHANGES PER F.T.E. WERE LIMITED BY A $35.00 MAXIMUM INCREASE OR DECREASE (SEE FOOTNOTE 1).
(5) BASED ON HEADCOUNT
(6) LESSOR OF ACTUAL OR ASSIGNED FULLY-FUNDED F.T.E.'s, ENROLLMENTS IN EXCESS OF ASSIGNED FUNDED AT 50% OF BASE AID FOR THE FIRST 1%, 25% FOR TE NEXT 1% AND $100 PER F.T.E. FOR THE REMAINDER.
(7) BASED ON CALCULATED 20%, 30%, 50% OF THE THREE PRIOR YEARS ACTUAL ENROLLMENT.
(8) BASED ON GREATER OF PRIOR YEARS ACTUAL OR A CALCULATION OF 20%, 30% 50% OF THE THREE PRIOR YEARS F.T.E. ACTUAL ENROLLMENT.
(9) THE BASIC STATE AID FOR A COMMUNITY COLLEGE OR A NEW CAMPUS OF A MUTIPLE CAMPUS COMMUNITY COLLEGE IN THE PROCESS OF FORMATION SHALL BE 40% OF NET OPERATING COSTS, DURING THE ORGANIZATION YEAR AND THE FIRST TWO FISCAL YEARS IN WHICH STUDENTS ARE ENROLLED (1971-72 AND ON).
(10) ALL COMMUNITY COLLEGES ADPOTED THE FOP PROGRAM IN 1970-71, EXCEPT JEFFERSON 1974-75;
SUFFOLK COUNTY 1975-76; AND ERIE AND NASSAU IN 1977-78.
(11) CHAPTER 440 - LAWS OF 76 EFFECT 1/3 W.O.C. LIMIT FOR STUDENT REVENUES (SUPPLEMENTAL BUDGET).
(12) PROVIDING THE PROPORTION OF DISADVANTAGED STUDENTS FROM THE SPONSORSHIP AREA ENROLLED IS GREATER THAN OR EQUAL TO THE PROPORTION OF DISADVANTAGED PERSONS IN THE SPONSORSHIP AREA. (HA, SSI, HR, ADC)
(1984-85 AND ON HA, SSI, & HR PERSONS AND ADC CASES FOR THRESHOLD DETERMINATION)
(13) TECHNICAL PROGRAMS INCLUDE CERTIFICATE AND DIPLOMA PROGRAMS IN THE SCIENCE AND TECHNOLOGIES AND ALL ASSOCIATE IN SCIENCE, ASSOCIATE IN APPLIED SCIENCE AND ASSOCIATE IN OCCUPATIONAL STUDIES DEGREE PROGRAMS WITH THE EXCEPTION OF CERTAIN BUSINESS CURRICULA.
(14) CONTRACT COURSE AID PROVIDES FOR F.T.E. STUDENTS ENROLLED IN COURSES OFFERED FOR THE PURPOSE OF PROVIDING OCCUPATIONAL TRAINING OR ASSISTANCE AND RETENTION OF JOB OPPORTUNITIES, THROUGH CONTRACTS OR ARRANGEMENTS BETWEEN A COMMUNITY COLLEGE AND A BUSINESS, LABOR ORGANIZATION, OR NOT-FOR-PROFIT CORPORATION OR ORGANIZATION, INCLUDING LABOR-MANAGEMENT COMMITTEES COMPOSED OF LABOR, BUSINESS AND COMMUNITY LEADERS ORGANIZED TO PROMOTE LABOR-MANAGEMENT RELATIONS, PRODUCTIVINE QUALITY OF WORKING LIFE, INDUSTRIAL DEVELOPMENT AND RETENTION OF BUSINESS IN THE COMMUNITY.
(15) ACTUAL F.T.E. ENROLLMENTS ARE AUDIT ADJUSTED AND MAY NOT EQUAL O.I.R. OFFICIAL ENROLLMENT REPORTS OR ANNUAL FINANCIAL REPORTS
(16) BUDGETED CHARGEBACKS ADJUSTED: 1983-84; 20% OF 1981-82 BUDGET/ACTUAL VARIANCE
1984-85; 40% OF 1982-83 BUDGET/ACTUAL VARIANCE
1985-86; 60% OF 1983-84 BUDGET/ACTUAL VARIANCE
1986-87; 80% OF 1984-85 BUDGET/ACTUAL VARIANCE
1987-88; 100% OF 1985-86 BUDGET/ACTUAL VARIANCE
(17) THE FULL-TIME TUITION RATES FOR RESIDENTS OF THE SPONSORSHIP AREA, AND NONRESIDENTS OF THE SPONSORSHIP AREA PRESENTING CERTIFICATES OF RESIDENCE, SHALL NOT EXCEED THE FOLLOWING AMOUNTS PER ACADEMIC YEAR:

YEAR(S)	NUMBER OF YEARS	MAXIMUM RATE
1967-68 TO 1970-71	4	$400
1971-72	1	$550
1972-73 TO 1975-76	4	$650
1976-77 TO 1978-79	3	$750
1979-80 TO 1980-81	2	$900
1981-82 TO 1982-83	2	$1050
1983-84 TO 1992-93	10	$1250

* ASSURES NO TUITION INCREASE THROUGH THE END OF THE 1986-87 COLLEGE FISCAL YEAR

(18) RENTAL COSTS - RENTAL COSTS FOR PHYSICAL SPACE EXCLUDE THE COSTS OF SUCH SERVICES AS ELECTRICITY, GAS, HEAT OR JANITORIAL SERVICES WHERE THE EXPENSES OF THE LATTER ARE INCLUDED IN THE RENTAL CHARGES.

APPENDIX B

STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES

REVENUE SUMMARY (BY FTE STUDENT)

	TOTAL REVENUES AND APPLIED FUND BALANCE	STUDENTS TUITION REVENUE	SPONSORS CONTRIBUTION	CHARGEBACK REVENUE	OUT OF STATE TUITION REVENUE	OTHER REVENUE IN LIEU OF SPON. CONT.	STATE OPERATING AND CONTRACT COURSE AID	OTHER REVENUE OFFSET	FEDERAL AID	APPROPRIATED CASH SURPLUS
1970-71	$1,492	$406	$364	$114	$ 7	$ 1	$544	$23	$37	($ 3)
1971-72	$1,575	$465	$364	$118	$ 4	$ 5	$557	$34	$32	($ 4)
1972-73	$1,685	$486	$400	$118	$ 3	$ 6	$582	$44	$41	$ 5
1973-74	$1,819	$520	$442	$133	$ 4	$ 5	$650	$49	$54	($38)
1974-75	$1,969	$557	$459	$144	$ 7	$ 2	$727	$49	$55	($32)
1975-76	$2,002	$580	$440	$147	$ 8	$ 3	$759	$53	$55	($45)
1976-77	$2,187	$658	$474	$139	$ 9	$ 5	$788	$50	$79	($16)
1977-78	$2,339	$693	$523	$160	$ 11	$ 3	$821	$60	$95	($26)
1978-79	$2,536	$725	$596	$181	$ 16	$ 7	$894	$60	$116	($59)
1979-80	$2,664	$776	$614	$191	$ 18	$ 5	$927	$58	$146	($71)
1980-81	$2,804	$821	$639	$214	$ 17	$ 5	$890	$64	$181	($26)
1981-82	$3,011	$895	$653	$218	$ 23	$ 4	$991	$53	$193	($19)
1982-83	$3,255	$985	$688	$234	$ 26	$ 6	$1,049	$171	$ 59	$38
1983-84	$3,524	$1,104	$773	$245	$ 30	$ 7	$1,114	$184	$ 65	$ 2
1984-85	$3,873	$1,161	$882	$250	$ 34	$ 5	$1,246	$175	$ 58	$62
1985-86	$4,294	$1,237	$976	$270	$ 34	$ 7	$1,462	$189	$ 52	$67
1986-87	$4,673	$1,306	$1,070	$287	$ 36	$ 6	$1,688	$189	$ 51	$39

APPENDIX C-1

CHANCELLOR'S TASK FORCE ON COMMUNITY COLLEGES
Committee On Funding (A)

Credit Hour - FTE Conversions
Based on 1985-86 Final Budget Requests

	FTE @ 15 CREDIT HOURS PER SEMESTER *						FTE @ 12 CREDIT HOURS PER SEMESTER **						CREDIT HOURS			
	1982-83 ACTUAL FTE CR.HR./30	1983-84 ACTUAL FTE CR.HR./30	1984-85 EST ACT FTE CR.HR./30	1985-86 BUDGETED FTE CR.HR./30	1985-86 CALC FTE CR.HR./30	1985-86 FUNDED FTE CR.HR./30	1982-83 ACTUAL FTE CR.HR./24	1983-84 ACTUAL FTE CR.HR./24	1984-85 EST ACT FTE CR.HR./24	1985-86 BUDGETED FTE CR.HR./24	1985-86 CALC FTE CR.HR./24	1985-86 FUNDED FTE CR.HR./24	1982-83 ACTUAL CREDIT HOURS	1983-84 ACTUAL CREDIT HOURS	1984-85 EST ACTUAL CREDIT HOURS	1985-86 BUDGETED CREDIT HOURS
TOTALS	131,453.2	132,786.5	127,052.5	124,630.7	129,652.0	130,178.9	164,316.5	165,983.1	158,815.6	155,788.4	162,066.1	162,723.7	3,943,596	3,983,595	3,811,575	3,738,921
ADIRONDACK	2,161.0	2,242.6	2,065.6	2,000.0	2,137.8	2,137.8	2,701.3	2,803.3	2,582.0	2,500.0	2,672.2	2,672.2	64,830	67,278	61,968	60,000
BROOME	4,880.5	5,133.3	4,940.6	4,750.0	4,936.4	4,936.4	6,100.6	6,416.6	6,050.8	5,937.5	6,170.5	6,170.5	146,415	153,999	145,216	142,500
CAYUGA COU	2,199.5	2,118.3	1,940.0	1,825.0	2,045.4	2,045.4	2,749.4	2,647.9	2,425.0	2,281.3	2,556.7	2,556.7	65,985	63,549	56,200	54,750
CLINTON	1,062.8	1,106.9	1,080.0	1,085.0	1,084.6	1,084.6	1,328.5	1,383.6	1,350.0	1,356.3	1,355.8	1,355.8	31,884	33,207	32,400	32,550
COLUMBIA-G	1,181.6	1,141.9	1,100.0	1,065.0	1,128.9	1,128.9	1,477.0	1,427.4	1,375.0	1,331.3	1,411.1	1,411.1	35,448	34,257	33,000	31,950
CC OF FING	2,202.3	2,372.2	2,258.0	2,050.0	2,297.1	2,297.1	2,852.9	2,965.3	2,822.5	2,562.5	2,871.4	2,871.4	68,469	71,166	67,740	61,500
CORNING	3,014.6	2,983.6	2,780.0	2,700.0	2,888.0	2,888.0	3,768.3	3,729.5	3,475.0	3,375.0	3,610.0	3,610.0	90,438	89,508	83,400	81,000
DUTCHESS	5,070.2	4,990.7	4,774.5	4,600.0	4,898.5	4,898.5	6,337.8	6,238.4	5,968.1	5,750.0	6,123.1	6,123.1	152,106	149,721	143,235	138,000
ERIE	10,313.9	10,435.5	9,250.0	9,250.0	9,818.4	9,818.4	12,892.4	13,044.4	11,562.5	11,562.5	12,273.0	12,273.0	309,417	313,065	277,500	277,500
FASHION IN	6,964.6	7,321.1	7,500.0	7,500.0	7,339.3	7,500.0	8,705.8	9,151.4	9,375.0	9,375.0	9,174.1	9,375.0	208,938	219,633	225,000	225,000
FULTON-MON	1,377.8	1,452.4	1,416.4	1,300.0	1,419.5	1,419.5	1,722.3	1,815.5	1,770.5	1,625.0	1,774.4	1,774.4	41,334	43,572	42,492	39,000
GENESEE	2,004.6	2,131.1	2,067.6	2,050.0	2,074.1	2,074.1	2,505.8	2,663.9	2,584.5	2,562.5	2,592.6	2,592.6	60,138	63,933	62,028	61,500
HERKIMER C	1,837.0	1,758.6	1,729.2	1,642.6	1,759.6	1,759.6	2,296.3	2,198.3	2,161.5	2,053.3	2,199.5	2,199.5	55,110	52,758	51,876	49,278
HUDSON VAL	6,212.5	6,326.7	5,899.4	5,900.0	6,090.2	6,090.2	7,765.6	7,908.4	7,374.3	7,375.0	7,612.8	7,612.8	186,375	189,801	176,982	177,000
JAMESTOWN	2,889.4	2,904.8	2,729.4	2,520.0	2,784.0	2,784.0	3,611.8	3,506.0	3,411.8	3,150.0	3,480.0	3,480.0	86,682	84,144	81,982	75,600
JEFFERSON	1,381.9	1,437.1	1,354.1	1,370.6	1,384.6	1,384.6	1,727.4	1,796.4	1,692.6	1,713.3	1,730.7	1,730.7	41,457	43,113	40,623	41,118
MOHAWK VAL	5,198.2	5,323.3	4,960.0	4,960.0	5,116.6	5,116.6	6,497.8	6,654.1	6,200.0	6,200.0	6,395.8	6,395.8	155,946	159,699	148,800	148,800
MONROE	7,927.1	8,447.4	8,400.0	8,400.0	8,319.6	8,400.0	9,908.9	10,559.3	10,500.0	10,500.0	10,399.6	10,500.0	237,813	253,422	252,000	252,000
NASSAU	16,860.2	16,080.3	15,300.0	14,800.0	15,850.1	15,850.1	21,085.3	20,110.4	19,125.0	18,500.0	19,812.7	19,812.7	506,046	482,649	459,000	444,000
NIAGARA CO	3,731.0	3,928.0	3,958.0	4,020.0	3,903.6	3,958.0	4,663.8	4,910.0	4,947.5	5,025.0	4,879.5	4,947.5	111,930	117,840	118,740	120,600
NORTH COUN	1,045.1	1,189.8	1,266.0	1,238.0	1,199.0	1,266.0	1,306.4	1,487.3	1,582.5	1,547.5	1,498.7	1,582.5	31,353	35,694	37,980	37,140
ONONDAGA	5,456.7	5,518.4	5,117.0	5,005.0	5,305.4	5,305.4	6,820.9	6,898.0	6,396.3	6,256.3	6,631.7	6,631.7	163,701	165,552	153,510	150,150
ORANGE COU	3,733.3	3,689.9	3,544.0	3,509.9	3,625.6	3,625.6	4,666.6	4,612.4	4,430.0	4,387.4	4,532.0	4,532.0	111,999	110,697	106,320	105,297
ROCKLAND	5,642.9	6,273.3	6,275.0	6,275.0	6,148.1	6,275.0	7,053.6	7,841.6	7,843.8	7,843.8	7,685.1	7,843.8	169,287	188,199	188,250	188,250
SCHENECTAD	1,976.9	2,060.0	2,100.0	2,100.0	2,063.4	2,100.0	2,471.1	2,575.0	2,625.0	2,625.0	2,579.2	2,625.0	59,307	61,800	63,000	63,000
SUFFOLK CO	13,305.9	12,880.3	12,200.0	11,600.0	12,625.3	12,625.3	16,632.4	16,100.4	15,250.0	14,500.0	15,781.6	15,781.6	399,177	386,409	366,000	348,000
SULLIVAN C	1,481.0	1,539.2	1,402.4	1,518.1	1,459.2	1,459.2	1,851.3	1,924.0	1,753.0	1,897.6	1,824.0	1,824.0	44,430	46,176	42,072	45,543
TOMPKINS-C	1,989.9	1,914.6	1,888.0	1,888.0	1,916.4	1,916.4	2,487.4	2,393.3	2,360.0	2,360.0	2,395.5	2,395.5	59,697	57,438	56,640	56,640
ULSTER COU	2,515.8	2,478.0	2,369.6	2,261.9	2,431.4	2,431.4	3,144.8	3,097.5	2,962.0	2,827.4	3,039.2	3,039.2	75,474	74,340	71,088	67,857
WESTCHESTE	5,747.0	5,699.2	5,487.7	5,446.6	5,603.0	5,603.0	7,183.8	7,124.0	6,859.6	6,808.3	7,003.8	7,003.8	172,410	170,976	164,631	163,398

* See Pages 3 & 4
** See Page 5

J.R. Hankin, Chairman
07-May-86

APPENDIX C-2

CHANCELLOR'S TASK FORCE ON COMMUNITY COLLEGES
Committee On Funding (A)

Aid Costs & Enrollments
Based on 1985-86 Final Budget Requests

	NET OPERATING COSTS	FUNDED FTE FOR BASE AID	FUNDED FTE MILLAGE AID	FUNDED FT DISADVANTAGED	FUNDED RENTAL COSTS	FUNDED FT/FTE TECH/PROGM	FUNDED FTE BUSINESS PROGM
TOTALS	$506,211,826	130,180.0	110,520.8	7,216.6	$2,648,102	49,092.3	32,879.1
ADIRONDACK	6,525,020	2,137.8	0.0	0.0	112,800	840.6	621.1
BROOME	15,595,254	4,936.4	4,936.4	194.0	60,000	1,877.0	1,230.0
CAYUGA COUNTY	7,518,000	2,045.4	2,045.4	300.0	30,000	850.0	425.0
CLINTON	4,241,492	1,084.7	1,084.7	165.0	6,536	250.0	250.0
COLUMBIA-GREENE	4,366,397	1,128.9	1,128.9	0.0	0	350.0	290.0
CC OF FINGER LAKES	9,067,968	2,297.1	2,297.1	175.0	90,768	1,010.0	550.0
CORNING	11,460,522	2,888.0	2,888.0	285.0	119,000	1,404.0	380.0
DUTCHESS	19,853,044	4,898.5	4,898.5	275.0	116,227	2,188.0	1,113.2
ERIE	29,438,630	9,818.4	0.0	1,200.0	40,000	3,700.0	700.0
FASHION INSTITUTE	42,255,443	7,500.0	7,500.0	0.0	19,200	4,050.0	2,513.0
FULTON-MONTGOMERY	5,449,627	1,419.5	1,419.5	95.0	2,000	635.0	355.0
GENESEE	7,947,000	2,074.1	2,074.1	293.0	50,000	726.0	742.0
HERKIMER COUNTY	5,729,080	1,759.6	1,759.6	165.0	41,254	700.0	625.0
HUDSON VALLEY	22,449,036	6,091.0	6,091.0	0.0	443,000	2,900.0	1,350.0
JAMESTOWN	8,960,000	2,784.0	2,784.0	0.0	131,416	1,075.0	370.0
JEFFERSON	5,116,883	1,384.6	1,384.6	130.6	0	475.0	450.0
MOHAWK VALLEY	17,278,362	5,116.6	5,116.6	300.0	311,000	2,600.0	1,575.0
MONROE	32,324,400	8,400.0	8,400.0	424.0	121,152	3,556.0	2,289.0
NASSAU	68,107,572	15,850.1	15,850.1	313.0	6,500	4,708.0	5,300.0
NIAGARA COUNTY	13,300,085	3,958.0	3,958.0	547.0	89,716	1,654.0	833.0
NORTH COUNTRY	4,800,795	1,266.0	1,266.0	175.0	59,150	485.0	230.0
ONONDAGA	21,492,041	5,305.3	5,305.3	0.0	40,000	1,660.0	1,200.0
ORANGE COUNTY	15,226,192	3,625.7	3,625.7	264.0	254,245	1,833.4	842.6
ROCKLAND	22,521,392	6,275.0	6,275.0	320.0	120,000	2,000.0	1,300.0
SCHENECTADY COUNTY	7,330,991	2,100.0	0.0	175.0	60,000	946.6	535.7
SUFFOLK COUNTY	65,732,478	12,625.3	12,625.3	500.0	164,000	2,230.8	2,896.3
SULLIVAN COUNTY	8,203,216	1,459.2	1,459.2	125.0	0	890.1	273.4
TOMPKINS-CORTLAND	7,095,325	1,916.4	1,916.4	140.0	12,850	725.0	550.0
ULSTER COUNTY	10,591,365	2,431.4	2,431.4	475.0	0	971.0	569.0
WESTCHESTER	26,213,996	5,603.0	0.0	181.0	147,298	1,781.8	1,320.8

J.N. Hankin, Chairman
07-May-86

APPENDIX C-3

CHANCELLOR'S TASK FORCE ON COMMUNITY COLLEGES
Committee On Funding (A)

Computation of State Operating Aid - Current Formula
Based on 1985-86 Final Budget Requests

	NET OPERATING COSTS 0.40	AID PAYABLE FOR BASE AID @ 900 1,250.00	AID PAYABLE HILLAGE AID @ 900 35.00	AID PAYABLE DISADVANTAGED @ 900 212.00	AID PAYABLE RENTAL COSTS @ 900 0.50	TOTAL BASIC AID ALL CONDITIONS	TOTAL BASIC AID PAYABLE "MIN"	AID PAYABLE TECH/PROGM @ 900 195.00	AID PAYABLE BUSINESS PROGM @ 900 82.00	TOTAL SUPPL AID PAYABLE	TOTAL OPERATING AID PAYABLE
TOTALS	$202,484,730	$162,725,000	$3,868,228	$1,529,919	$1,324,051	$169,447,198	$168,296,099	$9,572,999	$2,696,086	$12,269,085	$180,565,184
ADIRONDACK	2,610,008	2,672,250	0	0	56,400	2,728,650	2,610,008	163,917	50,930	214,847	2,824,855
BROOME	6,238,102	6,170,500	172,774	41,128	30,000	6,414,402	6,238,102	366,015	100,860	466,875	6,704,977
CAYUGA COU	3,007,200	2,556,750	71,589	63,600	15,000	2,706,939	2,706,939	165,750	34,850	200,600	2,907,539
CLINTON	1,696,597	1,355,875	37,965	34,980	3,268	1,432,088	1,432,088	48,750	20,500	69,250	1,501,338
COLUMBIA-G	1,744,559	1,411,125	39,512	0	0	1,450,637	1,450,637	68,250	23,780	92,030	1,542,667
CC OF FING	3,627,187	2,871,375	80,399	37,100	45,384	3,034,258	3,034,258	196,950	45,100	242,050	3,276,308
CORNING	4,584,209	3,610,000	101,080	60,420	59,500	3,831,000	3,831,000	273,780	31,160	304,940	4,135,940
DUTCHESS	7,941,226	6,123,125	171,448	58,300	58,114	6,410,986	6,410,986	426,660	91,282	517,942	6,928,928
ERIE	11,775,452	12,273,000	0	254,400	20,000	12,547,400	11,775,452	721,500	155,800	877,300	12,652,752
FASHION IN	16,902,177	9,375,000	262,500	0	9,600	9,647,100	9,647,100	789,750	206,066	995,816	10,642,916
FULTON-MON	2,187,851	1,774,375	49,683	20,140	1,000	1,845,198	1,845,198	127,725	29,110	156,835	2,002,033
GENESEE	3,178,800	2,592,625	72,594	62,116	25,000	2,752,335	2,752,335	141,570	60,844	202,414	2,954,749
HERKIMER C	2,291,632	2,199,500	61,586	34,980	20,627	2,316,693	2,291,632	136,500	51,250	187,750	2,479,382
HUDSON VAL	8,979,614	7,613,750	213,185	0	221,500	8,048,435	8,048,435	565,500	110,700	676,200	8,724,635
JAMESTOWN	3,584,000	3,480,000	97,440	0	65,708	3,643,148	3,584,000	209,625	30,340	239,965	3,823,965
JEFFERSON	2,046,753	1,730,750	48,461	27,687	0	1,806,898	1,806,898	92,625	36,900	129,525	1,936,423
MOHAWK VAL	6,911,345	6,395,750	179,081	63,600	155,500	6,793,931	6,793,931	507,000	129,150	636,150	7,430,081
MONROE	12,929,760	10,500,000	294,000	89,888	60,576	10,944,464	10,944,464	693,420	187,698	881,118	11,825,582
NASSAU	27,243,829	19,812,625	554,754	66,356	3,250	20,436,985	20,436,985	918,060	434,600	1,352,660	21,789,645
NIAGARA CO	5,320,034	4,947,500	138,530	115,964	44,858	5,246,852	5,246,852	322,530	68,306	390,836	5,637,688
NORTH COUN	1,920,318	1,582,500	44,310	37,100	29,575	1,693,485	1,693,485	94,575	18,860	113,435	1,806,920
ONONDAGA	8,596,816	6,631,625	185,686	0	20,000	6,837,311	6,837,311	323,700	98,400	422,100	7,259,411
ORANGE COU	6,090,477	4,532,125	126,900	55,968	127,123	4,842,115	4,842,115	357,513	69,093	426,606	5,268,721
ROCKLAND	9,008,357	7,843,750	219,625	67,840	60,000	8,191,215	8,191,215	390,000	106,600	496,600	8,687,815
SCHENECTAD	2,932,396	2,625,000	0	37,100	30,000	2,692,100	2,692,100	184,587	43,927	228,514	2,920,614
SUFFOLK CO	18,292,991	15,781,625	441,886	106,000	82,000	16,411,511	16,411,511	435,006	237,497	672,503	17,084,013
SULLIVAN C	1,781,786	1,824,000	51,072	26,500	0	1,901,572	1,901,572	173,570	22,419	195,988	2,097,560
TOMPKINS-C	2,838,130	2,395,500	67,074	29,680	6,425	2,498,679	2,498,679	141,375	45,100	186,475	2,685,154
ULSTER COU	4,236,626	3,039,250	85,099	100,700	0	3,225,049	3,225,049	189,345	46,658	236,003	3,461,052
WESTCHESTE	10,485,598	7,003,750	0	38,372	73,644	7,115,766	7,115,766	347,451	108,306	455,757	7,571,523

J.R. Hanlin, Chairman
07-May-86

APPENDIX C-4

CHANCELLOR'S TASK FORCE ON COMMUNITY COLLEGES
Committee On Funding (A)

Computation of State Operating Aid - Current Formula,
amended to provide for "the GREATER OF" instead of "the LESSOR OF"

Based on 1985-86 Final Budget Requests

	NET OPERATING COSTS 0.40	AID PAYABLE FOR BASE AID @ 1,250	AID PAYABLE MILLAGE AID @ 35.00	AID PAYABLE DISADVANTAGED @ 212.00	AID PAYABLE RENTAL COSTS @ 0.50	TOTAL BASIC AID ALL CONDITIONS	TOTAL BASIC AID PAYABLE "MAX"	AID PAYABLE TECH/PROGM @ 195.00	AID PAYABLE BUSINESS PROGM @ 82.00	TOTAL SUPPL AID PAYABLE	TOTAL OPERATING AID PAYABLE
TOTALS	$202,884,730	$162,725,000	$3,868,228	$1,329,919	$1,324,051	$169,647,198	$203,635,830	$9,572,999	$2,696,086	$12,269,085	$215,904,915
ADIRONDACK	2,610,008	2,672,250	0	0	56,400	2,728,650	2,728,650	163,917	50,930	214,847	2,943,497
BROOME	6,230,102	6,170,500	172,774	41,128	30,000	6,414,402	6,414,402	366,015	100,860	466,875	6,881,277
CAYUGA COU	3,007,200	2,556,750	71,589	63,600	15,000	2,706,939	3,007,200	165,750	34,850	200,600	3,207,800
CLINTON	1,696,597	1,355,875	37,965	34,980	3,268	1,432,088	1,696,597	48,750	20,500	69,250	1,765,847
COLUMBIA-G	1,746,359	1,411,125	39,512	0	0	1,450,637	1,746,359	68,250	23,780	92,030	1,838,389
CC OF FING	3,627,187	2,871,375	80,399	37,100	45,384	3,034,258	3,627,187	196,950	45,100	242,050	3,869,237
CORNING	4,584,209	3,610,000	101,080	60,420	59,500	3,831,000	4,584,209	273,780	31,160	304,940	4,889,149
DUTCHESS	7,941,226	6,123,125	171,448	58,300	58,114	6,410,986	7,941,226	426,660	91,282	517,942	8,459,168
ERIE	11,775,452	12,273,000	0	254,400	20,000	12,547,400	12,547,400	721,500	155,800	877,300	13,424,700
FASHION IN	16,902,177	9,375,000	262,500	0	9,600	9,647,100	16,902,177	789,750	206,066	995,816	17,897,993
FULTON-MON	2,187,851	1,774,375	49,683	20,140	1,000	1,845,198	2,187,851	127,725	29,110	156,835	2,344,686
GENESEE	3,178,800	2,592,625	72,594	62,116	25,000	2,752,335	3,178,800	141,570	60,844	202,414	3,381,214
HERKIMER C	2,291,632	2,199,500	61,586	34,980	20,627	2,316,693	2,316,693	136,500	51,250	187,750	2,504,443
HUDSON VAL	8,979,614	7,613,750	213,185	0	221,500	8,048,435	8,979,614	565,500	110,700	676,200	9,655,814
JAMESTOWN	3,584,000	3,480,000	97,440	0	65,708	3,643,148	3,643,148	209,625	30,340	239,965	3,883,113
JEFFERSON	2,046,753	1,730,750	48,461	27,687	0	1,806,898	2,046,753	92,625	36,900	129,525	2,176,278
MOHAWK VAL	6,911,345	6,395,750	179,081	63,600	155,500	6,793,931	6,911,345	507,000	129,150	636,150	7,547,495
MONROE	12,929,760	10,500,000	294,000	89,888	60,576	10,944,464	12,929,760	693,420	187,698	881,118	13,810,878
NASSAU	27,243,029	19,812,625	554,754	66,356	3,250	20,436,985	27,243,029	918,060	434,600	1,352,660	28,595,689
NIAGARA CO	5,320,034	4,947,500	138,530	115,964	44,858	5,246,852	5,320,034	322,530	68,306	390,836	5,710,870
NORTH COUN	1,920,318	1,582,500	44,310	37,100	29,575	1,693,485	1,920,318	94,575	18,860	113,435	2,033,753
ONONDAGA	8,596,816	6,631,625	185,686	0	20,000	6,837,311	8,596,816	323,700	98,400	422,100	9,018,916
ORANGE COU	6,090,477	4,332,125	126,900	55,968	127,123	4,642,115	6,090,477	357,513	69,093	426,606	6,517,083
ROCKLAND	9,008,357	7,843,750	219,625	67,840	60,000	8,191,215	9,008,357	390,000	106,600	496,600	9,505,157
SCHENECTAD	2,932,396	2,625,000	0	37,100	30,000	2,692,100	2,932,396	184,587	43,927	228,514	3,160,911
SUFFOLK CO	18,292,991	15,781,625	441,886	106,000	82,000	16,411,511	18,292,991	435,006	237,497	672,503	18,965,494
SULLIVAN C	3,281,286	1,824,000	51,072	26,500	0	1,901,572	3,281,286	173,570	22,419	195,988	3,477,275
TOMPKINS-C	2,838,130	2,395,500	67,074	29,680	6,425	2,498,679	2,838,130	141,375	45,100	186,475	3,024,605
ULSTER COU	4,236,626	3,039,250	85,099	100,700	0	3,225,049	4,236,626	189,345	46,658	236,003	4,472,629
WESTCHESTE	10,485,598	7,003,750	0	38,372	73,644	7,115,766	10,485,598	347,451	108,306	455,757	10,941,355

J.H. Hankin, Chairman
07-May-86

APPENDIX C-5

CHANCELLOR'S TASK FORCE ON COMMUNITY COLLEGES
Committee On Funding (A)

Computation of State Operating Aid - Current Formula,
amended by defining an FTE as a Student taking 12 Credit hours instead of 15

Based on 1985-86 Final Budget Requests

	40% NET OPERATING COSTS 0.40	AID PAYABLE FOR BASE AID @ 1,250	AID PAYABLE HILLAGE AID @ 35.00	AID PAYABLE DISADVANTAGED @ 212.00	AID PAYABLE RENTAL COSTS @ 0.50	TOTAL BASIC AID ALL CONDITIONS	TOTAL BASIC AID PAYABLE "MIN"	AID PAYABLE TECH/PROGM @ 195.00	AID PAYABLE BUSINESS PROGM @ 82.00	TOTAL SUPPL AID PAYABLE	TOTAL OPERATING AID PAYABLE
TOTALS	$202,484,730	$203,404,394	$5,695,329	$1,529,919	$1,324,051	$211,953,893	$193,270,764	$9,572,999	$2,696,086	$12,269,085	$205,539,849
ADIRONDACK	2,610,008	3,340,281	93,520	0	56,400	3,490,209	2,610,008	163,917	50,930	214,847	2,824,855
BROOME	6,238,102	7,713,109	215,967	41,128	30,000	8,000,204	6,238,102	366,015	100,860	466,875	6,704,977
CAYUGA COU	3,007,200	3,195,922	89,486	63,600	15,000	3,364,008	3,007,200	165,750	34,850	200,600	3,207,800
CLINTON	1,696,597	1,694,734	47,453	34,980	3,268	1,780,435	1,696,597	48,750	20,500	69,250	1,765,847
COLUMBIA-G	1,746,359	1,763,891	49,389	0	0	1,813,280	1,746,359	68,250	23,780	92,030	1,838,389
CC OF FING	3,627,187	3,589,250	100,499	37,100	45,384	3,772,233	3,627,187	196,950	45,100	242,050	3,869,237
CORNING	4,384,209	4,512,500	126,350	60,420	59,500	4,758,770	4,384,209	273,780	31,160	304,940	4,689,149
DUTCHESS	7,941,226	7,653,906	214,309	38,300	38,114	7,984,629	7,941,226	426,660	91,282	517,942	8,459,168
ERIE	11,775,452	15,341,297	429,556	254,400	20,000	16,045,253	11,775,452	721,500	155,800	877,300	12,652,752
FASHION IN	16,902,177	11,718,750	328,125	0	9,600	12,056,475	12,056,475	789,750	206,066	995,816	13,052,291
FULTON-MON	2,187,851	2,217,938	62,102	20,140	1,000	2,301,180	2,187,851	127,725	29,110	156,835	2,344,686
GENESEE	3,178,800	3,240,703	90,740	62,116	25,000	3,418,359	3,178,800	141,570	60,844	202,414	3,381,214
HERKIMER C	2,291,632	2,749,344	76,982	34,980	20,627	2,881,932	2,291,632	136,500	51,250	187,750	2,479,382
HUDSON VAL	8,979,614	9,515,953	266,447	0	221,500	10,003,900	8,979,614	565,500	110,700	676,200	9,655,814
JAMESTOWN	3,384,000	4,350,031	121,801	0	65,708	4,537,540	3,384,000	209,625	30,340	239,965	3,623,965
JEFFERSON	2,046,753	2,163,375	60,575	27,687	0	2,251,637	2,046,753	92,625	36,900	129,525	2,176,278
MOHAWK VAL	6,911,345	7,994,734	223,853	63,600	155,500	8,437,687	6,911,345	507,000	129,150	636,150	7,547,495
MONROE	12,929,760	13,125,000	367,500	89,888	60,576	13,642,964	12,929,760	693,420	187,698	881,118	13,810,878
NASSAU	27,243,029	24,765,828	693,443	66,356	3,250	25,528,877	25,528,877	918,060	434,600	1,352,660	26,881,537
NIAGARA CO	5,320,034	6,184,375	173,163	115,964	44,858	6,518,360	5,320,034	322,530	68,306	390,836	5,710,870
NORTH COUN	1,920,318	1,978,125	55,388	37,100	29,575	2,100,188	1,920,318	94,575	18,860	113,435	2,033,753
ONONDAGA	8,596,816	8,289,625	232,110	0	20,000	8,541,735	8,541,735	323,700	98,400	422,100	8,963,835
[illegible] COU	6,090,477	5,665,047	158,621	55,968	127,123	6,006,759	6,006,759	357,513	69,093	426,606	6,433,365
ROCKLAND	9,008,357	9,804,688	274,531	67,840	60,000	10,207,059	9,008,357	390,000	106,600	496,600	9,505,157
SCHENECTAD	2,932,396	3,281,250	91,875	37,100	30,000	3,440,225	2,932,396	184,587	43,927	228,514	3,160,911
SUFFOLK CO	18,292,991	19,726,984	552,356	106,000	82,000	20,467,340	18,292,991	435,006	237,497	672,503	18,965,494
SULLIVAN C	3,281,286	2,279,938	63,838	26,500	0	2,370,276	2,370,276	173,570	22,419	195,988	2,566,264
TOMPKINS-C	2,838,130	2,994,313	83,841	29,680	6,425	3,114,258	2,838,130	141,375	45,100	186,475	3,024,605
ULSTER COU	4,236,626	3,799,000	106,372	100,700	0	4,006,072	4,006,072	189,345	46,658	236,003	4,242,075
WESTCHESTE	10,485,598	8,754,703	245,132	38,372	73,644	9,111,851	9,111,851	347,451	108,306	455,757	9,567,607

J.N. Hankin, Chairman
07-May-86

APPENDIX C-6

CHANCELLOR'S TASK FORCE ON COMMUNITY COLLEGES
Committee On Funding (A)

Computation of State Operating Aid - Senator W.T. Smith - Proposal
Based on 1985-86 Final Budget Requests

	NET OPERATING COSTS	1985-86 BUDGETED STD REVENUE	1985-86 CALCULATED STD REVENUE @ MAXIMUM	STATE AID DUE /WITH BUDGT STD REV	STATE AID DUE /WITH MAX STD REV	1985-86 TOTAL CREDIT HRS FOR PT STDS	1985-86 AVG FALL & SPRING FT HEAD CT	1985-86 MAXIMUM STUDENT REVENUE COMPUTATION @57PT&1350FT
TOTALS	$506,211,826	$153,703,827	$186,134,762	$352,507,999	$320,077,064	1,273,810	84,095	$186,134,762
ADIRONDACK	6,525,020	2,175,000	2,911,983	4,350,020	3,613,037	17,669.0	1,411	2,911,983
BROOME	15,595,254	4,821,250	6,913,326	10,774,004	8,681,928	40,843.0	3,397	6,913,326
CAYUGA COU	7,518,000	2,210,000	2,643,930	5,308,000	4,874,070	15,015.0	1,325	2,643,930
CLINTON	4,241,492	1,175,070	1,693,755	3,066,422	2,547,737	11,940.0	751	1,693,755
COLUMBIA-G	4,366,397	1,278,350	1,603,350	3,087,847	2,763,047	13,800.0	605	1,603,350
CC OF FING	9,067,968	2,702,900	3,000,750	6,365,068	6,067,218	21,500.0	1,315	3,000,750
CORNING	11,460,522	3,593,434	3,797,034	7,867,088	7,663,488	20,087.0	1,965	3,797,034
DUTCHESS	19,853,064	5,710,224	6,973,443	14,142,840	12,879,621	55,149.0	2,837	6,973,443
ERIE	29,438,630	9,812,876	14,700,450	19,625,754	14,738,180	101,350.0	6,610	14,700,450
FASHION IN	42,255,443	8,058,510	10,769,490	34,196,933	31,485,953	98,820.0	3,805	10,769,490
FULTON-MON	5,469,627	1,342,233	1,861,530	4,127,394	3,608,097	10,040.0	955	1,861,530
GENESEE	7,947,000	2,409,001	3,014,607	5,537,999	4,932,393	19,126.0	1,426	3,014,607
HERKIMER C	5,729,080	1,397,960	2,251,740	4,131,120	3,477,340	6,145.0	1,409	2,251,740
HUDSON VAL	22,449,036	6,789,270	8,289,423	15,659,766	14,159,613	37,239.0	4,568	8,289,423
JAMESTOWN	8,960,000	2,772,000	3,666,960	6,188,000	5,293,040	22,080.0	1,784	3,666,960
JEFFERSON	5,116,883	1,692,520	1,943,700	3,424,363	3,173,183	9,350.0	1,045	1,943,700
MOHAWK VAL	17,278,362	5,760,000	6,878,067	11,518,362	10,400,295	32,681.0	3,715	6,878,067
MONROE	32,324,400	10,774,800	12,185,955	21,549,600	20,138,445	85,740.0	5,407	12,185,955
NASSAU	68,107,572	20,804,000	23,672,850	47,303,572	44,434,722	153,000.0	10,991	23,672,850
NIAGARA CO	13,300,085	3,968,629	5,935,056	9,331,456	7,365,029	37,583.0	2,810	5,935,056
NORTH COUN	4,800,795	1,260,730	1,838,904	3,540,065	2,961,891	12,947.0	816	1,838,904
ONONDAGA	21,492,041	7,075,713	7,420,950	14,416,328	14,071,091	55,350.0	3,160	7,420,950
ORANGE COU	15,226,192	4,596,761	5,418,549	10,629,431	9,807,643	47,007.0	2,029	5,418,549
ROCKLAND	22,521,392	8,547,131	9,383,550	13,974,261	13,137,842	65,150.0	4,200	9,383,550
SCHENECTAD	7,330,991	2,670,955	3,119,022	4,660,036	4,211,969	22,746.0	1,350	3,119,022
SUFFOLK CO	85,732,478	15,172,694	17,991,978	30,559,784	27,740,500	147,029.0	7,120	17,991,978
SULLIVAN C	8,203,216	1,935,165	2,027,853	6,268,051	6,175,363	6,279.0	1,237	2,027,853
TOMPKINS-C	7,095,325	2,502,916	2,842,350	4,592,409	4,252,975	17,750.0	1,356	2,842,350
ULSTER COU	10,591,565	2,972,655	3,358,370	7,618,910	7,233,195	24,304.3	1,462	3,358,370
WESTCHESTE	26,213,996	7,520,880	8,025,837	18,693,116	18,188,159	64,091.0	3,239	8,025,837

J.M. Martin, Chairman
07-May-86

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